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ABSTRACT

The way that New Hampshire high school students make decisions about their post-graduation plans and the factors that influence these decisions were studied. Twenty-seven public and parochial New Hampshire high schools representing about 3,000 seniors were studied. Seniors from the 1979-80 graduating class and their parents were administered questionnaires. Generally, the approach was to consider the decision-making process as culminating in student plans to continue formal, nonmilitary schooling within six months after graduation or student plans not to continue schooling in that period of time. It was found that approximately equal numbers of young men and women were planning to attend a two- or four-year college. Information is presented on grades in the last two school years, scores on the Scholastic Aptitude Test, program of study during high school, student employment during high school, expected occupation 10 years from now, and salary expectations. The relationship between student plans and the educational level, occupation, and income of parents was analyzed. The awareness of college-bound students about financial aid opportunities was also determined. About 53 percent of the study sample indicated that they would continue their education in a nonmilitary program within six months after graduation from high school and about 30 percent of these planned to attend a four-year college. A literature review, bibliography, and sample questionnaire are among the included materials. (SW)

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A STUDY OF THE DECISION-MAKING PROCESS
OF NEW HAMPSHIRE HIGH SCHOOL SENIORS
CLASS OF 1980

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Educational Consultants

A report and summary of findings of a research project undertaken by the New Hampshire College and University Council under contract to the New Hampshire Postsecondary Education Commission.

June, 1980

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DECISION-MAKING RESEARCH PROJECT

INTRODUCTION

"The only constant in life is change."

The high school senior of today faces a bewildering array of options -- college, technical school, employment. In many cases, the decision as to the path which the high school student will follow is made by default. Options which could have been kept open during high school have been inadvertently closed. Decisions have been made without the full knowledge or understanding of the implication of these decisions. Students find themselves in dead end positions where change is difficult if not impossible. This situation might have been remedied if students had been aware of the options which were available, and understood the importance of having alternative choices available.

The objective of this study is to learn more about how high school students make decisions and the factors which influence these decisions. By learning more about "who does what and why" it is hoped that policies and programs can be developed which will help the student to make better decisions and keep more options open, options which will permit them to pursue a course of action after graduation from high school in keeping with their interests, abilities, and career aspirations.

Studying decision-making to help high school seniors identify appropriate career alternatives is not unique to New Hampshire. this report is one of a number of recent studies which have been undertaken across the United States. All have as their objective to learn more about the plans of graduating seniors and to better understand the rationale underlying these plans. The uniqueness of this study is the fact that it was tailor-made for New Hampshire. Every guidance counselor and principal at the twenty-seven participating schools had an opportunity to assist in the development of the questionnaires which were completed by over 2800 high school students and their parents. Further, each school had the option to include up to five additional questions solely for the use of their school system. Five schools took advantage of this opportunity. Finally, the questions were pretested using groups of high school seniors.

Because of the approach used the results are more relevant to high schools in providing further insight into the decision-making process and the factors which influence this process. A better understanding of this process, hopefully, will provide the basis for actions which will permit high school seniors to keep more options open as they approach graduation.

Executive Summary

Decision-making can be a simple procedure for some human beings. For others it is a potentially frustrating and sometimes overwhelming experience. To make a good decision one needs information regarding all the options available. Similarly, to fully understand the process of decision-making in others, one needs to understand the complex factors at work upon and within the decision-maker.

A comprehensive review of the literature would indicate that many forces have shaped the decisions which students have historically made regarding choices for formal education beyond grade twelve. Socio-economic background, school achievement, and parental opinions are among the chief influences which have lead students to pursue or not pursue some form of postsecondary education. In addition, sex and ethnic background have determined one's propensity toward postsecondary education in that noticeable discouragement from competitive academic achievement has been especially effective for females and members of minority cultures. Notions of career development and the role of the school counselor in the decision-making process suggests that efforts are being made by the schools to help students prepare more effectively for the future. However, the number of students choosing to continue formal schooling after high school had consistently averages near 40% over the past ten years in New Hampshire and about 50% in the United States over the same period.

Impinging on the student decision-maker are school tracking systems, changing attitudes and values toward both the intrinsic or personal value, and extrinsic or monetary values, of postsecondary education. Given predictable barriers and patterns the choice of whether to pursue postsecondary education or not seems to be a complex decision for some, and a non-choice for others. The delicate interplay of forces influencing those choices or non-choices has indeed been the subject of abundant literature in the social sciences. The review of literature has provided insight that was extremely valuable to the conduct and interpretation of this study.

The sample size, 27% of the senior population of the state, was determined by the probable number of interrelationships to be analyzed and the desired power of statistical tests for supporting or rejecting hypothesized differences among groups of students. In selecting the participating schools, a multi-stage, stratified, proportional random sampling procedure was used. The state was divided into "north" and "south" on the basis of several common demographic characteristics. The public and parochial high schools in these sections were further divided into three categories based upon the size of the 1977 and 1978 graduating classes. These three categories consisted of schools with graduating classes of less than 100; between 100 and 250, of more than 250. From these categories the schools were randomly chosen with a mind to proportionality within the stratum, within the section, and within the sample.

The questionnaires, student and parent, were designed by this staff after careful consideration of the literature and with enormous input by counselors and school officials throughout the state. Guidance counselors, with the support of their principals, administered the questionnaires. The return rate was about 85% for the student questionnaires and 30% for the parents. The responses were tabulated and analyzed using the facilities of Computer Services at the University of New Hampshire.

The findings of this study, for the most part, corroborate the reported results in the literature relative to the differences in aptitude, achievement and aspirations of young men and women. Approximately equal numbers of each were planning to attend a two or four year college; about 3% more women than men were planning "other" education (less than two-year programs in vocational/technical areas or less than four-year programs in nursing/business); more than 3% more men than women were not planning to continue their education within six months in a non-military program. Substantially higher numbers of women than men (12% more) report earning mostly A's and B's during the last two school years while men scored higher on the SAT. About 14% of the respondents had taken the SAT but had not received their scores and 40% of the students indicated that they had not taken the tests. Thirty-five percent of students are in college prep programs with this representing proportionally equal numbers of men and women. Within the remaining high school programs as classified in the questionnaire, there are more men in Voc-Ed and General programs and more women in Business programs. The job patterns of men and women differ markedly. Of the students who are not working at all at a paid job while in high school, 68% are women. Of the students who are working 20 hours or more, over 60% are men. Our results support the premise that working 10 hours or less per week while in high school does not have a deleterious effect upon academic achievement. There are substantially greater numbers of students earning A's and B's for the last two years who work 10 hours or less per week than students earning the same grades who are not working at all. Lifewise, a work schedule of more than 20 hours a week does appear to be harmful to academics. The expected occupation 10 years from now of the respondents indicated that over 39% expect to be professionals and only 78% of these plan further education beyond high school. Only 8% of the women expected to be homemakers ten years hence. The remaining careers seem to reflect traditional aspirations for men and women. What these young men and women expect to be earning 10 years from now reflects the current salary situations for men and women. If their expectations are accurate, based upon today's dollars, the mean annual income for women will be \$11,000, a 29% increase over their mothers. The mean for men will be \$25,000, 67% more than their fathers.

Taking educational level, occupation, and income of parents as a measure, socio-economic status is a definite factor in whether or not a child will

continue with formal education after high school. More than twice as many of the students who are planning a four-year college as those going to two-year colleges have parents with a baccalaureate degree or better and this percentage is four to five times as great as that for the students with other plans. Parental occupation information shows that the four-year college goers have fathers in professional or manager/administrator areas primarily; "two-year college" fathers in craftsman or military occupations; "other education" fathers in craftsman or operative areas; "non-education" and "not decided" fathers in craftsman/laborer/operative positions. Students planning a four-year college have a much larger proportion of mothers in professional positions and a much smaller proportion in "operative" areas than any of the other categories of students. Otherwise, mother's occupation does not appear to be a significant factor. Father's income shows a near linear relationship to post-secondary aspiration while salary patterns for mothers is not significantly different for any of the categories of students by plans. Our results also show that, on the average, almost 75% of parents approve of their child's plans for after high school with this percentage being almost 90% for the students going to four-year colleges and about 46% for the students who do not plan to continue their education.

The only identifiably significant minority group as reported by the students was Franco-American constituting 10.1% of the sample population. United States Bureau of the Census, Census of Population, 1970 reports a 14.5% Franco-American population in New Hampshire. Almost 56% of "other caucasians" plan to continue their education while the figure for Franco-Americans is only 35%. Broken down these figures are more dramatic with 33% of "other caucasians" indicating they will attend a four-year college and only 10% of Franco-Americans having the same plans. Mixed minorities, who made up 3.5% of the sample, have plans similar to "other caucasians". Combined parental income of Franco-Americans as reported by the students is substantially lower than the other groups'. For all of the students who do not plan to continue their education at a later date, "poor grades" was a major factor. For "Mixed minorities", "responsibilities" was almost as important as grades and for Franco-American, the most important determining factor was "tired of school".

Almost 60% of the students surveyed reported earning mostly A's and B's for the past two years with the largest percentages of these students being in College Prep and Business programs and planning four-year or two-year colleges. More than 2/3 of the students who are going to a four-year college are in "upper track" courses and 1/4 of the students in "middle track" courses were undecided about their plans for the future as of March of their senior year. About 75% of the respondents indicated that their school had a tracking system. There is an inverse relationship between the number of hours worked at a paid job and postsecondary aspirations though there are larger numbers of four-year college-goers working less than 10 hours a week than there are of students working the same hours in any other category. Over 55% of the sample population reported having taken the Scholastic Aptitude Test (SAT). Nearly 7% of these had not received their scores at the time the survey was administered. Over

75% of the students who scored 500 or better in the Verbal or Math or both sections of the SAT are planning to attend a four-year college. About half of the students who expect to attend two-year colleges or "other" postsecondary institutions did not take the SAT. Parents are deemed by the students as exerting the strongest influence on their decisions. Friends are influential for all students but especially for the non-school bound. Significant numbers of students indicated that "no one" had influenced their decision. The types of information that students would have found helpful in making further plans was, by and large, career oriented. A significant number of students felt that they didn't need more information with the largest percentage of these being students who do not plan further education. Parent responses to the same question also demonstrate a desire for more career information and the need to have it begin in the 8th grade. There are no glaring discrepancies within the different categories of postsecondary plans relative to the year when a career decision was made. Most of the students who have made a career decision made it in the 11th or 12th grades. When asked what they would prefer to do after high school if there were no limits on their opportunities, at least half of the students prefer what they are planning and most of the remainder would prefer to upgrade their educational goals.

Of the students who are continuing their education after high school, about 25% are unaware of the BEOG and 50% had not heard of the NH Incentive Grant. About 67% of these students plan to apply for one or more forms of financial assistance and most of these applicants are planning to attend a four-year college. High school guidance counselors were the best source of information for all programs with family and college admissions/financial aid officers as second best source. Parents indicated the same degree of knowledge and the same information source for financial aid as the students. Many parents indicated that their child's plans would be different if more aid was available (37% of the parents of school bound students; 43% of the parents of non-school bound students).

Most students felt that they needed more training and indicated a desire for self-improvement. Over 30% of the students who don't plan to continue their education within six months after high school graduation answered that they would probably go back to school at some later time. Of these same students, the majority have thought about a future career but have been unable to decide what to do. Money was designated as the most important factor for choosing a career. Parents of these students and the students themselves chose "skill developing, part-time jobs during high school" as the most desired form of job information.

Greater than 67% of the students who plan to continue their education within six months after graduation will be studying in New Hampshire. Both parents and students chose "good reputation in the field of interest" and proximity to home as the two most important reasons for choosing an educational institution. As reported in other similar state studies, many high school seniors do not appear to have a clear picture of the cost of one year of postsecondary education. Over 70% of other high school students planning such education will be working while going to school.

For this sample population, which appears to be a clear reflection of the state as a whole, about 53% indicated that they would continue their education in a non-military program within 6 months after graduation from high school. Thirty percent of these plan a four-year college. Using the many studies that have been done in other states as a guideline, we might expect that somewhere between 40% and 45% of the class of 1980 will take their educational plans to fruition. There is a demonstrated need for more information about financial aid programs for students and their parents and a desire on the part of all for more career information beginning in Junior High School. Motivation and money are deterrents for the Franco-American population in particular. Most students feel that they are graduating without job marketable skills and many observe that further education would improve their life-style but a tangible minority is unable to project this knowledge into positive action for the future.

Recommended areas for possible improvement of the decision-making procedure for New Hampshire's young adults might include a more developed collaboration between secondary and postsecondary institutions and a provision for continuous counseling, academic and career, starting at the Junior High School level. Working together, the representatives of secondary and higher education could disseminate more comprehensive and effective information to larger numbers of developing adults.

REVIEW OF LITERATURE

Decision-making can be a simple procedure for some human beings. For others it is a potentially frustrating and sometimes overwhelming experience. To make a good decision one needs information regarding all the options available. Similarly, to fully understand the process of decision-making in others, one needs to understand the complex factors at work upon and within the decision-maker. This review of literature attempts to assimilate past research highlights and to lend historical and contemporary context to an understanding of decision-making, especially as it relates to New Hampshire students who choose not to pursue any form of postsecondary education following high school graduation. This review is organized according to:

Factors historically influential upon access to postsecondary education,

Vocational and career development theory and the role of the school counselor as related to adolescent decision-making, and

The current social context in which students form decisions.

Finally, a review of reports specifically related to New Hampshire is presented.

FACTORS HISTORICALLY INFLUENTIAL UPON ACCESS TO POSTSECONDARY EDUCATION

Studies of decision-making among high school students have been conducted in at least fifteen states in recent years,¹ affirming other research which shows that socio-economic status (SES) and parental influence accompany academic ability as the primary determinants in the decision about whether or not to attend college or some other form of postsecondary education.

That educational horizons of high school students are bounded by the class structure in which they live has been shown by Alexander and others (1978), and Tillery and Kildegaard (1973).

Rosenbaum (1978) asserts that school tracking and ranking systems profoundly influence decision-making as it relates to the pursuit of postsecondary education. He believes that many high schools' use of a grade-weighting procedure by which lower track students seem to feel belittled reduces their postgraduate opportunities. Although discrepancies in reporting between administrators and teachers in Rosenbaum's study raise delicate and sensitive political and policy issues, his thesis is that many individuals in non-college tracks did not choose not to attend college. Although they may have chosen to attend college, the encouragement and personalized sense of opportunity was not assimilated because of structural factors of which they were unaware. While the expectations of college track students and upper-business track students were confirmed following graduations, the expectations of a large majority of students who hoped to attend college but were in non-college tracks were largely unrealized.

Bradshaw (1974) also studied occupational aspirations compared to actual realization of those hopes in Vermont high school seniors. Noting the wide disparity between demonstrated aspiration to attend some form of postsecondary education and actual enrollment after high school, he focused his research on a phenomenon which he labeled the "reach grasp disparity." He found that 68.9% of the high school seniors aspired for further education, but only 49% actually enrolled after high school. Bradshaw (1974) posits that:

The relative strength of a graduate's educational aspirations derives from three key building blocks...: the high school track experience, the occupational goal development process, and the development of a utilitarian value for postsecondary education (p.16).

1. Wisconsin (Little, 1958), West Virginia (Bailey, 1966), Virginia (College Entrance Examination Board, 1969), Florida (Florida State Board of Regents, 1970), Idaho (Lingran and Eyre, 1972), Indiana (Lisack, 1973), Massachusetts, California, Illinois and North Carolina (Tillery and Kildegaard, 1973), Arkansas (Glover and Chapman, 1975), Iowa (College Entrance Examination Board, 1975), Tennessee (Tennessee Higher Education Commission, 1975), New Jersey (New Jersey Department of Education, 1976), North Dakota (American College Testing Program, 1976), Oregon (Oregon Educational Coordinating Committee, 1976), Utah (Hyde, 1978), and Vermont (Vickers and Moore, 1978).

The major findings of the Bradshaw study seem especially germane because of the demographic and economic similarities of Vermont and New Hampshire as well as similar student profile data.

In addition to potential barriers which tracking and ranking systems in the schools represent, issues of sexism and racism have been explicitly demonstrated within the last ten years. Sex-role concepts and sex-typing in childhood as they relate to later educational aspirations and achievement have been the subject of research by Gardner (1971), Hoffman (1972), Alexander and Ecklund (1974), Westervelt (1975) and Graham (1978). Racism has represented a deterrent for members of minority cultures seeking advanced education according to Gordon (1972), Treas (1976) and Allen (1978).

Financial aid as a factor in decision-making has been reviewed by Willingham (1970), Boyd (1975), Fife (1975) and Glover and Chapman (1975). Although the role of cost has not been as major a deterrent as might have been expected, information presentation about actual cost and financial aid opportunities has been considered inadequate by parents and school counselors (Willingham, 1970, and Glover and Chapman, 1975).

VOCATIONAL AND CAREER DEVELOPMENT THEORY AND THE ROLE OF THE SCHOOL COUNSELOR AS RELATED TO ADOLESCENT DECISION-MAKING

The single most vital element in the decision-making process is information, according to Gelatt (1972) and Reardon (1975). Menaker (1975) and Reardon (1975) recommend that information be descriptive of psychological and social aspects and potential outcomes of alternative options as well as factual details.

Super (1963) contends that choice is not an event occurring at a point in time and explainable by determinants which can be observed adequately at that same point in time. Rather, it is a process which takes place over a period of time. Vocational development, he says, is an ongoing, continuous, generally irreversible process which may be described as a series of life stages. Adolescence, according to this theory, provides a period of exploratory experiences in which the concept of self is elaborated and clarified.

One of the high school student's major sources of information in the development of self-concept and career decision-making is the school guidance counselor. Information-giving has been defined as one of the major roles of the counselor (Harris, 1972; and Menacker, 1975). Harris (1972) notes that the current explosion of information pertaining to educational opportunities and careers is a problem in that counselors are also often responsible for course registration, attendance keeping, student schedule changes, test administration, analysis and record keeping, as well as crisis intervention, drug abuse, parent counseling and public relations.

THE SOCIAL CONTEXT

Anthropologists, psychologists, and other social scientists have provided various interpretations of the social context in which students form decisions. Glasser's (1972) explanation of trends in our culture from goal motivation to role or identity motivation characterizes cultural shifts which surround and compound decision-making for the eighteen year old of the 1980's, often introducing confusions unknown to previous generations. Glasser believes that:

The struggle for a goal -- a profession, a diploma, a home, a family -- has been superseded by the struggle to find oneself as a human being, to become aware of and enjoy the pleasures implicit in our own humanity...(p.8).

Theodore Roszak (1969) provides an interpretation of another social phenomenon, youthful opposition to the technocratic society:

Most of what is happening that is new, provocative, and engaging in...education...is the creation either of youth who are profoundly, even fanatically, alienated from the parental generation, or of those who address themselves primarily to the young, (p. 1).

Observations by Fabun (1970), Toffler (1976), Boulding (1978) and Selye (1979) lend insight into the role of change, conflict, and stress in our society and in life planning. In the words of Fabun (1970):

Probably never before have the issues at the interface between changing organizations and maturing man been so apparent, so compelling, and of such potentially critical relevance to both. To a considerable extent the sparks at the interface reflect difference in values within both organizations and within man -- human values which are coming loose from their moorings, whose functional relevance is being re-examined and tested, and which are without question in transition, (p. 18).

Toffler notes that the acceleration of change -- demographic, technological, social innovation, cultural diffusion, ecological, information idea shifts and culture-value shifts -- means, by definition, the swift arrival of a future that is radically different from the present.

In addition to changing values, attitudes toward the value of education itself impinge upon the student decision-maker. McMahon (1974), Freeman (1976) and Dresch (1978) have written about the declining dollar value of a college education in current and projected job markets:

...this downturn, which has been reflected in reduced job availability and in starting salaries for college-level jobs that have been falling in constant dollars...has resulted from a fundamental shift in the supply and demand for college-educated labor. The number of college graduates increased enormously through the late 1960's as a result of large

college-age cohorts and rising college and university enrollment rates. Meanwhile growth in the sectors of the economy that draw most heavily on educated labor...has been slowing substantially. The consequence has been a depression in the college graduate labor market that has sharply reduced the economic value of a college degree. (Freeman, in Breneman and Finn, p. 147.)

Inflation and declining numbers of eighteen year olds across the United States have intensified pressures upon postsecondary institutions and prospective students in turn. Recruiting strategies, marketing, pricing and positioning have taken on new importance in postsecondary institutional management as schools and colleges attempt to maintain steady state enrollments (College Entrance Examination Board, 1976). And, while programs such as Better Information for Student Choice (Corcoran, 1977) have been initiated in an effort to help students and counselors differentiate between colleges and their offerings, skepticism about the vulnerability of naive students to smooth advertising and recruiting techniques of some postsecondary institutions has arisen.

IN NEW HAMPSHIRE

New Hampshire students who have decided to pursue some form of postsecondary education immediately following high school graduation constitute a relatively stable percentage over the past ten years. The percentage of total high school graduates reportedly attending four-year colleges has been approximately 30% while another 10% have typically enrolled in some other form of postsecondary education. The 1974 Information Study of New Hampshire's Public High School Graduates notes that increasing numbers of graduates have gone directly into the employment market following their graduation.

Funding of college expenses for New Hampshire students was the subject of Durgin's research (1972). Financial issues were also considered by the New Hampshire College and University Council (1976) report investigating the relationship between allocation and utilization of federal financial aid resources for college-bound students. Most recently, a study entitled "Is It Fair to You? (Goodman, Puddington and Ryan, 1979) presented a discussion of value issues involved in the student and taxpayer inequities of the New Hampshire system of public school finance as they relate to educational opportunities.

A directory of high schools prepared by the New Hampshire Personnel and Guidance Association (1977) reflects a sparseness of Advanced Placement college-level courses which might suggest that academic excellence and

preparation for postsecondary studies is not a high priority for some school systems in the state.

Peters (1976) documented a career education program integrated into the rural school curriculum in Groveton for students in kindergarten through grade twelve.

One other study, published by Draves (1979), is a synthesis of findings from a survey administered for four consecutive years to New Hampshire public high school students. Responses to items describing suggestions for improving public schools, content areas, political issues and the "adult good life" are included. In particular, respondents expressed the desire for more knowledge and skills in consumer economics and more assistance in preparing to choose a career. Draves (1979) concludes that:

Whether or not the content areas of interpersonal relationships, consumer economics, and career exploration are offered in the social studies curriculum (which seldom includes them) or in home economics, mathematics, or vocational courses (which usually offer them if offered at all) is immaterial. Students do seem to want greater opportunity to study these areas. That more do not study them may stem from the areas not being offered, from tracking systems which close the areas to some students, from stigmas which students associate with departments offering the courses, or from simple inadequate teaching of the areas (p. 7).

Draves also found that students responded with a higher degree of correctness to questions about national and international facts than to those about the State of New Hampshire.

A review of literature available concerning New Hampshire students failed to produce discovery of any material concerning students who may not have pursued postsecondary education immediately after high school, but who may have waited a year or two before continuing their formal schooling.

SUMMARY

Many forces have shaped the decisions which students have historically made regarding choices for formal education beyond grade twelve. Socio-economic background, school achievement, and parental opinions are among the chief influences which have lead students to pursue or not pursue some form of postsecondary education. In addition, sex and race have determined one's propensity toward postsecondary education in that noticeable discouragement from competitive academic achievement has been especially effective for females and members of minority cultures. Notions of career development and the role of the school counselor in the decision-making process suggests that efforts are being made by the schools to help students prepare more effectively for the future. However, the number of students choosing to continue formal schooling after high school has consistently averaged near 40% over the past ten years in New Hampshire and about 50% in the United States over the same period.

Impinging on the student decision-maker are school tracking systems, changing attitudes and values toward both the intrinsic or personal value, and extrinsic or monetary value, of postsecondary education. Given predictable barriers and patterns, the choice of whether to pursue postsecondary education or not seems to be a complex decision for some, and a non-choice for others. The delicate interplay of forces influencing those choices or non-choices has indeed been the subject of abundant literature in the social sciences. This review of literature has hopefully provided insight that will be valuable in interpreting findings of the current study.

Methodology

Consideration of the vast amount of research literature, with special attention to reports of other state and regional surveys of post-high school plans, established the framework for the commencement of this study. The pilot phase consisted of consultation with Guidance Officers from the State Department of Education, Division of Instruction, one-to-one interviews with 35 high school guidance counselors, rap-sessions with small groups of guidance counselors, meetings with principals, small group interviews with high school seniors (about 60 students) and telephone conversations with superintendents. The comprehensive, full-scale survey administered in February, 1980 was enhanced by the experience of the previous five months of exploration. We are indebted to Commissioner Robert L. Brunelle for his approval and support.

DESIGN

A questionnaire administered to a random sample of high school and junior high school students was the original proposal. As a result of the above mentioned exploration, it was determined that high school seniors and their parents were the best source for our purposes and because of the advice and tremendous support of guidance counselors, the student questionnaire was administered on-site by guidance personnel in their respective schools to 85% of the members of the 1979-80 senior class. The Parent questionnaire was brought home by the students on the day they answered their questionnaire, and returned to school within a week. The solicitation of participation of the selected schools was initiated by an interview with the Director of Guidance, and in some instances, other members of the guidance staff. This interview was intended to develop interest in the survey, to get to know the people with whom we would be working and to insure that the instrument would provide the informational results intended. As an additional service, each school was offered the opportunity to append up to five questions of their own that would be printed and processed only for their school. A follow-up letter (Appendix A) was sent to each Guidance Department along with a skeletal form of a questionnaire for their input and criticism. A copy of the counselor's letter and a letter of introduction to the research project (Appendix B) was sent to the principals in each of the selected schools. At this point, written confirmation of the school's willingness to participate was requested and received. After the sample was established, the superintendents were addressed as a body at a monthly meeting to inform them of the project, and the superintendents of the desired schools were telephoned to gain their approval for further contact with the schools. A letter was sent (Appendix C) to each superintendent of the schools involved informing him of the proceedings to date.

After confirmation of participation was secured, a master list of 27 public and parochial high schools representing about 3,000 seniors was drawn up.

SAMPLING

The sample size was determined by the probable number of interrelationships to be analyzed and the desired power of statistical tests for supporting or rejecting hypothesized differences among groups of students. This sample size (+ 3000) represents about 27% of the senior population of the state and is slightly high to allow for further studies on this pool should they be deemed desirable in the future.

In determining how, and from where, the students were to be drawn, a multi-stage, stratified, proportional random sampling procedure was used. The state was divided into "north" and "south" on the basis of several common demographic characteristics as determined from the 1970 Census of Population, Bureau of Census. "North" is represented by Coos, Grafton, Carroll and Belknap counties and "south" is represented by Sullivan, Merrimack, Strafford, Cheshire, Hillsborough and Rockingham counties. The public and parochial high schools in the state were divided into three categories based upon the size of the 1977 and 1978 graduating classes as determined by "An Informational Study of New Hampshire Public High School Graduates" from the New Hampshire State Department of Education 1977, 1978 and by records from the six parochial schools in the state. The three categories were made up of:

1. Schools with graduating classes of less than 100.
(18 north, 23 south)
2. Schools with graduating classes of 100-250.
(6 north, 27 south)
3. Schools with graduating classes of more than 250.
(1 north, 15 south)

See Appendix D. (Map)

From these categories the schools were randomly chosen with a mind to proportionality within the stratum, within the section, and within the sample as demonstrated on the map (Appendix D) and in the charts (Appendix E).

For each of the originally chosen schools we established a back-up school with similar sampling characteristics. Twenty-five of the original schools participated and two back-up schools were required.

Though the questionnaire was administered at the height of the flu season, we received an overall return rate of 83% on the student responses and 30% on the parents'. This unusually high return rate can be credited to the outstanding administrative monitoring and follow through by the school officials. In advance, we had anticipated a possible bias with the parent returns in favor of those planning to continue their education. However, on the parent returns, 63% indicated that their child would be going on to some form of postsecondary education. The percentage of students who answered that they would be continuing their education was 58.

Appendix F gives a list of participating schools with the size of the graduating class, the number of respondents for the study, and the section and stratum of the high school.

Appendix G contains the letter sent to the administrators along with the questionnaires. Appendix H contains the instructions to be used in administering the student instrument and handling the parent questionnaire.

INSTRUMENTATION

The skeleton questionnaire for seniors was developed using West's "Design and Conduct of Educational Experiments" and the knowledge gleaned from careful

study of the efforts of others. This skeleton passed through the hands of over 100 counselors, many principals, many high school students, and the Admissions Officers of the NHCUC schools. It was revised eight times and, in its next-to-final form, passed through the rigorous editing of a questionnaire expert.

The reading level, as determined by a reading specialist, required a minimum of seventh grade capability. Tenth grade reading level skills might be necessary for complete understanding of some special vocabulary in Lists A and B but the survey administration directions would help to clarify these sections. Appendix J is the student questionnaire and Appendix K is the Op-scan answer sheet used with the student questionnaire.

In general, the approach was to consider the decision-making process as culminating in two mutually exclusive events, namely, the student plans to continue formal, non-military schooling with six months after graduation or the student plans not to continue said schooling in said period of time. Though these categories are theoretically distinct, we have attempted in the questionnaire to deal with those students whose plans are not yet firm.

Items common to all seniors are:

1. Sex - has long been recognized as related to postsecondary plans. There persists in many families a tradition of educating boys in preference to girls. Past history has also indicated differences in scholastic aptitude and achievement, boys scoring higher on the former and girls on the latter.
2. SES - as designated by parental education, parental aspirations for child, parental occupation and parental income, and number and education of siblings.
3. Racial/ethnic background - shown to be related to type of postsecondary plans.
4. High school experience - demonstrated by program, track, grade average, number of high schools attended, hours worked at an outside job, SAT scores (if taken), encouragement given by teachers and counselors.
5. Postsecondary plans - immediate, more distant, when made, influenced by whom or what, financial expectations.
6. A set of questions asked about the kinds of information that would have been helpful and when it would have been helpful.
7. Financial aid - was a subject covered by many questions asking if the students were aware of different programs, from whom they had heard about them, and if they planned to apply for one or more.
8. Many questions were devoted to the influences upon the students in their process of decision-making.

The particular section for students who were not planning to continue their education within six months after graduation covered the following items:

1. Is/was further education a possibility for sometime in the future?
2. Factors important to them in choosing a future career.
3. Kinds of job information received or that would be helpful to receive.

In the section for students who planned to continue their education:

1. Kind and location of first choice school as well as intended program of study, estimated cost, and reasons for choice.
2. How many hours they planned to work during the first year of postsecondary schooling.
3. How much they expected parents to contribute to their education.

The parent questionnaire (Appendix L), designed to be brief, was taken home by the student in an unsealed envelope containing an explanatory letter (Appendix M). This questionnaire was returned to the school in the sealed envelope and mailed to the research staff in bulk postage-paid envelopes. The return rate from parents was about 30%.

DATA COLLECTION, PROCESSING AND ANALYSES

Questionnaires and procedural instructions were mailed or hand-delivered to school guidance departments on the 18th of January. Answer sheets for the student questionnaire were returned in stamped, self-addressed envelopes by February 20th and Parents responses were returned in sealed envelopes by March 20th.

The decision to utilize an optical scanning process for transfer of student responses to computer-readable information was dictated by the size of the survey sample, cost effectiveness, reliability of the process, and rapidity of turnaround time. Students marked their responses on answer sheets designed by the research staff and printed by the Optical Scanning Corporation, Lancaster, Pennsylvania (Appendix K). The answer sheets were forwarded to the University of New Hampshire, Computer Services for scanning. The parents' responses were key punched by Atlantic Associates, Inc., Manchester and entered into a file at U.N.H., Durham. Analysis of the raw data was accomplished by this staff with the expert guidance of UNH Computer Services and the forbearance of the computer facilities staff at Merrimack Valley College, Manchester.

FINDINGS

The total number of usable questionnaire responses represents 2,837 high school seniors who answered all, or nearly all of the items. Nine answer sheets were not usable. Seventy-eight percent of the seniors answered all of the questions. Of the sensitive items, sex was not among them with 99.8% responding, nor was ethnic origin with 99.2% responding. Parental income was not supplied by 15% of the seniors responding and though this percentage is quite low relative to other studies, it would have to be classified as "sensitive."

Sex As A Factor

As Table 1 shows, there are no significant differences in the plans of men and women going to four-year colleges or two-year colleges with 20% of all men and 22% of all women planning to attend one or the other. Approximately equal numbers of men and women were undecided at the time the questionnaire was administered. There were slightly higher numbers of women planning some "other" form of education, i.e., less than two-year programs in vocational or technical areas and less than four year programs in nursing or business. Of these students who were not going to continue their education in a non-military program, there were 3% more men than women.

Table 1
Plans For After High School
Percent Of All Respondents

	<u>Four-Year College</u>	<u>Two-Year College</u>	<u>Other Education</u>	<u>Non Education</u>	<u>Not Decided</u>	<u>Other</u>	<u>Row Total</u>
<u>Female</u>	16	6	7	9	11	3	52
<u>Male</u>	14	6	4	13	9	2	48
<u>Column Total</u>	30	12	11	22	20	5	100

Table 2 shows the self-reported grade average for the last two years. It is interesting to note that 59% of all respondents earned mostly A's and B's. As reported in most literature, there are more women with A's and B's than men (12% more) and there are more men reporting mostly C's or D's (7% more).

Table 2
Grades During Last Two Years
Percent Of All Respondents

	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly Below D	Row Total
Female	7.5	27.7	15.5	1.3	0.2	52.4
Male	3.7	19.9	21.9	2.0	0.2	47.6
Column Total	11.2	47.6	37.4	3.3	0.4	100.0

Also, in accord with the literature, are the self-reported SAT scores, Tables 3 and 4. Men scored slightly higher in the Verbal section and significantly higher in the Math section. There were about 400 students who did not respond to these questions with many indicating that they had not received their test results at the time of answering the questionnaire.

Table 3
SAT Verbal
Percent Of All Respondents

	Didn't Take SAT	200-299	300-399	400-499	500-599	600-699	700-800	Row Total
Female	22.9	1.4	7.2	11.3	6.5	2.0	0.4	51.5
Male	23.3	1.2	5.2	10.1	5.9	2.1	0.7	48.5
Column Total	46.2	2.5	12.4	21.4	12.4	4.1	1.1	100.0

Table 4
SAT Math
Percent Of All Respondents

	Didn't Take SAT	200-299	300-399	400-499	500-599	600-699	700-800	Row Total
Female	23.3	1.9	6.0	10.2	7.5	2.6	0.4	51.8
Male	23.6	1.2	3.3	7.1	7.0	4.4	1.6	48.2
Column Total	46.8	3.0	9.3	17.3	14.5	7.0	2.0	100.0

From Table 5, women outnumber men in high school business programs and men predominate in vocational programs. The college preparatory program is evenly

split between men and women but the general program has slightly higher numbers of men.

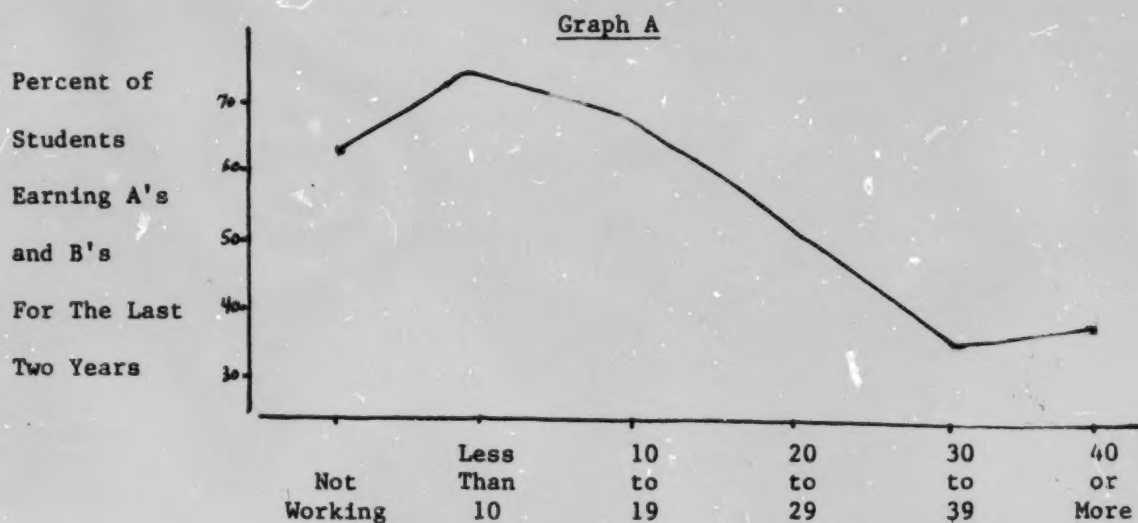
Table 5
High School Program
Percent Of All Respondents

	Business	Voc-Ed	College Prep	General	Other	Row Total
Female	10.8	4.0	18.7	16.6	2.2	52.3
Male	1.1	10.6	16.1	18.0	1.8	47.7
Column Total	11.9	14.6	34.9	34.6	4.0	100.0

Table 6 shows that over 60% of the students work 10 hours or more a week at a paid job while attending high school. There are significantly more women who are not working and more men who work 20 hours or more per week. Graph A indicates that grades earned vs. hours worked is not a linear relationship. There is a higher percentage of students with A's and B's who work at a paid job for less than 20 hours a week than there is of students with the same grades who don't work at all. Beyond 20 work hours per week, the numbers of honor roll students drop sharply.

Table 6
Hours Worked At A Paid Job While In School
Percent Of All Respondents

	Not Working	Less Than 10	10-19	20-29	30-39	40 or More	Row Total
Female	18.4	4.6	14.6	11.9	2.1	0.7	52.3
Male	12.8	4.0	9.8	14.7	4.3	2.1	47.7
Column Total	31.2	8.6	24.3	26.6	6.4	2.8	100.0



Number of hours worked per week at a paid job while in school.

Table 7 is thought provoking. Thirty-nine and four-tenths percent of all students aspire to be professionals with significantly more women than men so stating. However, further investigation showed that only half of these 1040 students are planning to attend a four year college and 22% are not planning to continue their education at all. The "other" occupations included - farmer, manager or administrator, sales (equally divided between men and women), laborer, military, operative, protective service (predominantly men), and services occupations (mostly women). (See table below.) The remaining careers in Table 7 seem to reflect traditional aspirations for men and women.

TABLE 7
Expected Occupation Ten Years From Now
Row Percents

	Female	Male	Row Total
Clerical	13.2	0.5	7.2
Craftsman	2.0	17.0	9.1
Homemaker	8.4	0.1	4.5
Professional	46.6	31.3	39.4
Proprietor, Owner	3.7	11.1	7.2
Technical	6.9	10.2	8.4
Other	19.2	29.8	24.2
Column Total	52.7	47.3	100.0

However, Table 8 reflects some interesting preconceptions. The expected salary for women ten years hence (based upon today's dollar) peaks between \$9000 and \$12000 while the expectation for men peaks between \$20000 and \$30000. Twice as many women as men expect to be earning less than \$12000 a year but only half of the women who expected to be full-time homemakers anticipate no income.

Table 8

Anticipated Earnings Ten Years From Now
Row Percents

	No Income	Less Than \$3000	\$3000 To \$5999	\$6000 To \$8999	\$9000 To \$11999	\$12000 To \$14999	\$15000 To \$19999	\$20000 To \$29999	\$30000 Or More	Row Total
Female	4.6	0.7	3.4	19.7	22.7	17.5	14.4	9.2	7.8	51.5
Male	1.0	0.7	2.0	9.5	13.7	16.5	19.1	20.5	17.0	48.5
Column Total	2.9	0.7	2.7	14.8	18.3	17.0	16.7	14.7	12.3	100.0

Socio-economic Status As A Factor

Tables 1 and 2 indicate the level of schooling for both father and mother. Sixty-three percent of the students who plan to attend a four year college have fathers who have had at least some postsecondary education and 53% of their mothers have also. For those who do not plan to continue in school, the corresponding percents are 31 and 29, respectively. Thirty-four percent of the fathers and 28% of the mothers of the non-school bound student have not finished high school while the same figures for the four year college student are 11% and 9%. Graph B demonstrates the definitive correlation between parental education and student aspirations. More than four times as many students whose fathers have a bachelors degree or better are planning to attend a four-year college.

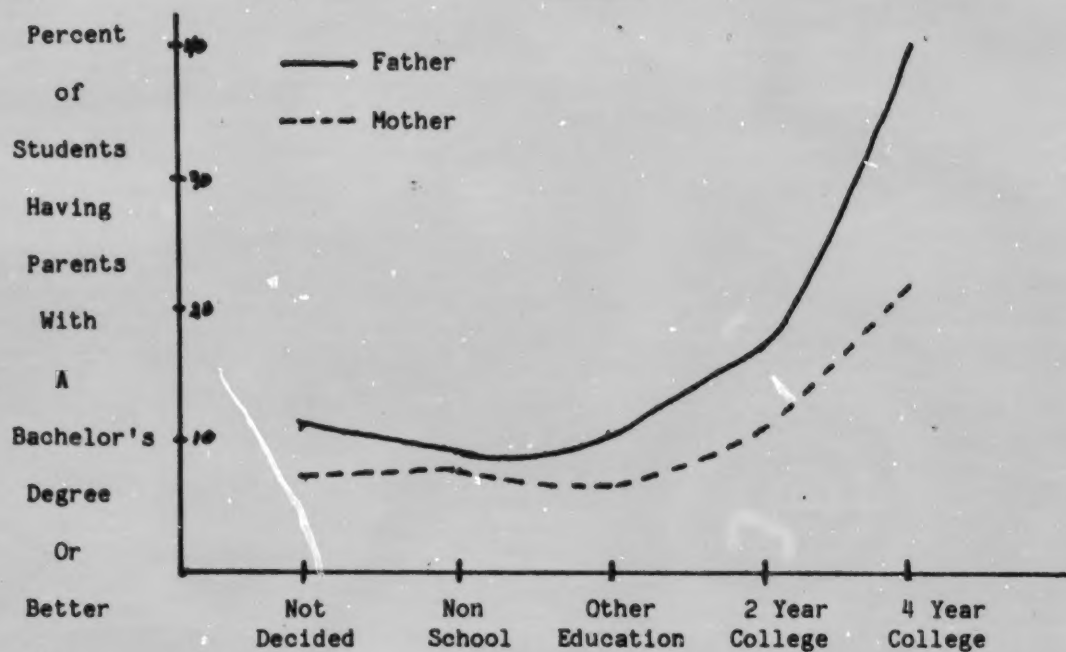
Table 1
Highest Level of Schooling Completed by Father
Column Percents

	4 Year College	2 Year College	Other Education	Non Education	Not Decided	Row Total
No High School	3.7	7.3	11.3	12.5	10.4	8.7
Some High School	7.7	16.0	15.5	21.6	20.7	15.9
High School Grad	24.3	29.7	36.8	31.9	28.6	29.2
Some Postsecondary	12.6	16.3	13.5	10.8	12.2	12.6
Two/More Years Postsecondary	13.3	12.8	9.7	8.2	8.8	10.6
BA, BS, Etc.	22.8	10.2	5.5	4.5	6.3	11.2
MA, MS, Etc.	9.2	3.8	3.9	3.0	3.4	5.2
Phd, MD, Etc.	4.7	1.9	0.6	1.7	1.1	2.4
Don't Know	1.8	1.9	3.2	5.8	8.5	4.4
Row Total	30.4	11.2	11.1	27.2	20.0	100.0

Table 2
Highest Level of Schooling Completed by Mother
Column Percents

	4 Year College	2 Year College	Other Education	Non Education	Not Decided	Row Total
No High School	2.5	2.6	4.5	6.3	5.0	4.3
Some High School	6.2	15.4	10.3	21.3	17.7	14.1
High School Grad	37.8	43.3	49.0	42.9	46.1	42.7
Some Postsecondary	12.1	15.1	16.7	10.9	11.3	12.5
Two/More Years Postsecondary	18.4	11.9	10.3	7.2	8.6	11.8
BA, BS, Etc.	16.7	6.1	3.8	3.8	3.9	8.0
MA, MS, Etc.	4.2	2.9	1.3	2.5	1.8	2.8
PhD, MD, Etc.	0.5	0.3	0.3	0.5	0.4	0.4
Don't Know	1.5	2.6	3.8	4.5	5.2	3.4
Row Total	30.4	11.2	11.2	27.2	20.0	100.0

Graph B



Parental occupations are displayed in tables 3 and 4. Forty percent of the students who are planning to attend a four-year college declared their fathers to be professionals or manager/administrators. For the two year college and "other" education aspirants this figure is 24% and 22% respectively. Only 15% of the students who are not planning to continue their education had fathers engaged in these areas. The fathers of students who are undecided or who are not going on in school appear to work in the craftsman/laborer/operative areas. From Table 4, the children of mothers in professional positions seem to be twice as likely to choose a four year college as any of the other options. Whether a mother works at a paid job or at home for less tangible rewards does not appear to be a factor influencing student decisions about postsecondary education. The highest percentage of women who work outside of the home are in clerical positions where, again, there are no significant differences in their children's plans.

Table 3
Father's Occupation
Column Percents

	4-Year College	2-Year College	Other Education	Non Education	Not Decided	Column Total
Clerical	1.6	1.7	1.7	1.4	2.7	1.8
Craftsman	11.2	20.5	21.7	19.6	21.0	17.6
Farmer	0.8	1.0	1.7	0.7	1.3	1.0
Homemaker	0.2	0.3	0.0	0.3	0.2	0.2
Laborer	4.8	11.4	9.4	15.3	10.4	10.0
Manager Administrator	15.2	11.7	12.5	8.2	11.7	11.9
Military	2.4	21.3	3.1	3.1	1.9	2.6
Operative	8.2	14.4	16.6	17.1	13.1	13.2
Professional	24.7	12.4	8.8	7.2	9.8	13.9
Proprietor Owner	12.2	8.7	9.2	10.3	10.4	10.6
Protective Service	2.3	3.4	3.1	3.6	3.5	3.1
Sales	9.1	5.4	5.4	5.7	6.0	6.7
Service	2.3	2.7	2.7	3.9	2.3	2.8
Technical	4.8	4.0	4.1	3.8	5.8	4.6
Row Total	31.0	11.2	11.8	27.1	19.6	100.0

Table 4
Mother's Occupation
Column Percents

	4 - Year College	2-Year College	Other Education	Non Education	Not Decided	Column Total
Clerical	20.8	21.5	23.5	18.9	20.8	20.7
Craftsman	1.6	2.3	3.4	5.4	2.7	3.1
Farmer	0.0	0.0	0.0	0.1	0.4	0.1
Homemaker	31.0	30.5	23.8	31.2	26.0	29.2
Laborer	0.8	3.0	2.7	3.4	3.3	2.5
Manager, Administrator	3.0	2.3	5.1	3.1	5.0	3.6
Military	0.2	0.7	0.0	0.4	0.4	0.3
Operatives	4.1	7.7	10.5	10.3	10.2	8.1
Professional	20.2	10.7	12.6	9.4	11.8	13.8
Proprietor, Owner	3.1	4.4	2.7	2.8	2.9	3.1
Protective Service	0.1	0.3	0.3	0.3	0.4	0.2
Sales	5.9	4.7	5.4	3.4	5.0	4.6
Service	7.5	10.1	8.2	9.7	10.0	8.4
Technical	1.5	1.7	1.7	1.6	1.2	1.4
Row Total	31.2	11.3	11.1	26.8	19.6	100.0

Father's annual income as reported by the students is shown in Table 5 cross-tabulated with student's plans. Of the four year college aspirants, 63% of their fathers earn \$15,000 or more and the mean income for this group is over \$16,000. Fathers of the students going to two year colleges have a mean income of about \$15,500 and 50% of them have incomes of \$15,000 or more. Of the students planning "other" education, 42% of their fathers earn \$15,000 or more and the mean income is about \$12,500. The fathers of the students who were not decided about their plans for the future have a mean income of about \$14,000 and 45% of this group have an annual income of \$15,000 or more.

Table 5
Father's Annual Income
Column Percents

	4 Year College	2 Year College	Other Education	Non Education	Not Decided	Row Total
No Income	1.6	2.6	4.6	2.8	3.5	2.7
Less Than \$3000	0.5	1.9	0.8	1.2	0.2	0.8
\$3000-4999	1.1	1.9	5.4	3.0	2.2	2.3
\$6000-8999	6.0	8.6	8.1	10.3	9.1	8.2
\$9000-11999	11.9	16.4	19.3	20.1	19.4	16.9
\$12000-14999	15.6	18.3	19.3	19.1	20.1	18.1
\$15000-19999	20.5	17.2	20.8	19.4	17.7	19.3
\$20000-29999	22.6	21.6	13.5	16.8	16.6	18.8
\$30000 or More	20.1	11.6	8.1	7.3	11.2	12.7
Column Total	31.6	11.2	10.8	26.9	19.4	100.0

Whereas the average annual income for fathers of all students is about \$15,000, the average annual income for working mothers (excluding those in the "no income" category) is under \$8500. Table 6 shows that the income for mothers of students in all categories peaks between \$6000 and \$8999. More students who are planning a four-year college (51%) have mothers who are working part-time or not at all than students who are undecided (41%). About 45% of the mothers of students in the other three categories have the same salary patterns.

Table 6
Mother's Annual Income
Column Percents

	4 Year College	2 Year College	Other Education	Non Education	Not Decided	Row Total
No Income	33.4	31.8	26.4	33.4	28.1	31.4
Less Than \$3000	6.9	4.1	4.1	4.9	4.4	5.2
\$3000-5999	10.9	13.9	14.1	8.5	9.4	10.7
\$6000-8999	21.6	22.8	27.1	29.6	26.8	25.5
\$9000-11999	12.4	13.5	15.2	12.9	15.5	13.6
\$12000-14999	7.7	5.6	7.4	6.0	8.6	7.1
\$15000-19999	3.4	2.6	3.3	2.8	3.6	3.2
\$20000-29999	1.8	3.0	1.9	1.1	2.1	1.8
\$30000/More	1.8	2.6	0.4	0.8	1.5	1.4
Column Total	31.3	11.0	11.1	26.8	19.7	100.0

Table 7 contrasts the students plans for after high school with what their parents would prefer that they do. The parental preference was reported by the student. As the level of student aspiration decreases, the certitude that parents agree with future plans also diminishes. Of the students who are undecided, about half feel that their parents would prefer that they continue their education:

Table 7
Student Response to Parental Preference
Row Percents

	Parental Preference					Row Total
	4 Year College	2 Year College	Other Education	Non Education	Not Decided	
4 Year College	88.6	1.3	0.7	1.8	7.6	30.4
2 Year College	11.7	67.1	3.9	5.1	12.2	11.1
Other Education	8.1	7.7	62.7	4.4	17.1	11.2
Non Education	9.6	8.0	7.4	45.9	28.1	27.3
Not Decided	16.8	23.9	8.9	9.6	43.4	20.0
Column Total	35.1	12.4	11.9	20.6	20.0	100.0

Parents were asked directly if they agreed with their child's plans for the future. Table 8 shows that 74% of the parents approve which is about 4% more than the student's estimate. Table 8 also indicates that the more the plans have been discussed the better the likelihood that parent and child with conour.

Table 8
Parent and Child Discuss Future Plans
Row Percents

		Often	Occassionally	Seldom	Row Total
Does Parent Agree With Child's Plans	Yes	63.9	32.5	3.6	74.2
	No	43.6	46.0	10.4	25.8
	Column Total	58.7	35.9	5.4	100.0

Ethnic Background As A Factor

Ethnic background appears to be a very significant factor in determining postsecondary plans. As Table 1 shows, 33% of "Other Caucasians" plan to attend a four-year college while only 10% of "Franco Americans" have the same plan. Thirty-five of Franco Americans are not planning any postsecondary education and 27% (the highest significant figure) have not decided what they will do after high school. "Mixed" minorities is made up of the first four entries on the questionnaire (American Indian, Black, Mexican, Oriental, Other Hispanic) with American Indian being the largest of these. (Two percent out of a total of 4%)

Table 1
Plans For After High School
Row Percents

	4-Year College	2-Year College	Other Education	Non- Education	Not Decided	Other	Row Total
Franco- American	9.9	13.0	11.6	34.9	27.1	3.5	10.1
Other Caucasian	32.8	11.2	11.1	20.4	19.1	5.4	86.4
Mixed Minorities	26.8	6.2	12.4	27.8	19.6	7.2	3.5
Column Total	30.3	11.2	11.2	22.1	19.9	5.3	100.0

Table 2 shows that only 28% of "Other Caucasian" reported a family income of less than \$20,000 a year, 36% of "Mixed Minorities" reported the same, while 45% of Franco-Americans are in that category. In fact, there are 2.4% more Franco-Americans reporting a family income of less than \$9000 than in the other two categories.

Table 2
Combined Parental Income
Row Percents

	No Income	Under \$9000	\$9000- 11999	\$12000- 14999	\$15000- 19999	\$20000- 29999	\$30000- Or More	Row Total
Franco- American	1.3	6.7	9.3	10.5	16.0	20.3	35.9	10.2
Other Caucasian	1.0	4.4	5.3	6.5	11.4	17.0	54.3	86.3
Mixed Minorities	1.3	5.0	10.0	10.0	10.0	15.0	48.0	3.4
Column Total	1.1	4.7	5.9	7.0	11.8	17.3	52.2	100.0

Of those students who indicated they had no plans to continue their education sometime in the future, Table 3 shows some interesting differences in their reasons. "Poor grades" is a major factor for all but for a significantly greater percentage of "mixed minorities" as was "responsibilities." The most significant reason for Franco-Americans was "tired of school."

Table 3
Reasons For Not Attending School Later
Row Percents

	Poor Grades	Tired Of School	Responsibilities	Family Tradition	Friends Aren't	Row Total
Franco- American	30.3	49.3	13.6	2.7	4.1	13.3
Other Caucasian	34.9	38.3	16.2	4.4	2.9	81.4
Mixed Minorities	44.8	20.6	31.0	0.0	3.4	5.3
Column Total	37.3	38.9	16.7	4.0	3.1	100.0

High School Experience

Table 1 shows the overall grade average for the last two years with the mean being in the "B" range as reported by the students. This table is as one would expect, with most of the "A" students planning to attend a four-year college. Almost half of the "B" students are planning to continue school. Nearly 60% of all students report that they earned mostly "A's" and "B's".

Table 1
Grade Average For The Last Two Years
Row Percents

	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly Below D	Row Total
4 Year College	24.1	57.7	17.9	0.2	0.0	30.4
2 Year College	7.7	50.2	39.9	1.9	0.3	11.2
Other Education	9.6	46.6	38.9	4.5	0.3	11.1
Non Education	4.1	42.7	47.3	5.2	0.7	27.4
Not Decided	4.8	38.7	50.4	5.4	0.7	20.0
Column Total	11.3	47.7	37.2	3.3	0.4	100.0

Tables 2 and 3 reflect grade distributions for high school programs and tracks respectively.

Table 2
High School Program
Percent Of All Respondents

	Business	Vocational	College	General	Other	Row Total
Mostly A's	1.2	0.7	7.4	1.8	0.1	11.3
Mostly B's	6.5	6.4	20.2	13.0	1.5	47.7
Mostly C's	3.8	6.7	6.9	17.6	2.2	37.2
Mostly D's	0.3	0.6	0.3	1.9	0.2	3.3
Mostly Below D	0.1	0.1	0.1	0.1	0.0	0.4
Column Total	11.8	14.6	35.0	34.5	4.1	100.0

Table 3
High School Track
Percent Of All Respondents

	Upper Track	Middle Track	Lower Track	Row Total
Mostly A's	9.1	2.0	0.1	11.2
Mostly B's	20.9	26.8	1.3	49.1
Mostly C's	4.5	28.8	2.9	36.3
Mostly D's	0.3	2.4	0.4	3.0
Mostly Below D	0.0	0.2	0.1	0.4
Column Total	34.8	60.3	4.9	100.0

Students were asked if their school had a "tracking" system and, if so, in which "track" were most of their courses. Seventy-five percent said their school was "tracked" and Table 4 shows that 27% out of 35% of the "upper track" students are planning to continue their education with most of these going to a four-year college. Less than half of the students in the "middle track" are planning to continue in school and one-quarter of the students in this "track" were still undecided about their plans in late March.

Table 4
High School Track
Percent Of All Respondents

	Upper Track	Middle Track	Lower Track	Row Total
4-Year College	21.2	9.9	0.3	31.5
2-Year College	2.8	8.3	0.4	11.5
Other Education	2.9	7.6	0.6	11.1
Non-Education	3.0	16.2	2.1	21.2
Not Decided	3.4	14.7	1.3	19.3
Other	1.4	3.8	0.2	5.4
Column Total	34.8	60.4	4.9	100.0

As it might be expected, there is an inverse relationship between years of postsecondary schooling planned and hours worked per week at a paid job. Table 5 shows that more than half of the students planning to attend a four-year college are working less than ten hours or not at all. In all other categories, students working fewer than ten hours represent only about one-third of their total. Forty-five percent of students who plan no postsecondary education are working twenty hours or more while only 23% of the four-year college students are working this many hours.

Table 5
Hours Worked At A Paid Job While In School
Row Percents

	Not Working	Less Than 10	10 to 19	20 to 29	30 to 39	40 or more	Row Total
4 Year College	37.7	12.7	27.0	20.0	2.2	0.5	30.2
2 Year College	27.5	7.0	26.6	31.3	5.7	1.9	11.2
Other Education	25.6	5.8	27.5	31.3	7.7	2.2	11.1
Non-Education	29.1	7.6	18.8	29.5	10.5	4.5	22.0
Not Decided	28.3	6.9	23.7	29.6	7.1	4.4	20.1
Other	30.0	6.7	24.7	24.0	9.3	5.3	5.3
Column Total	31.0	8.7	24.4	26.7	6.4	2.8	100.0

For the 53% of the students who reported their score range, the Scholastic Aptitude Test is a significant factor, perhaps a determining factor. Tables 6 and 7 show that 13% out of 18% who scored 500 or better on the Verbal test and 18% out of 24% who scored 500 or better on the Math Test are planning to attend a four-year college. Over 200 students took the SAT but are not now planning to continue their education.

Table 6
SAT Verbal
Row Percent

	Didn't Take SAT	200-299	300-399	400-499	500-599	600-699	700-800	Row Total
4-Year College	4.2	2.3	17.7	37.7	28.4	8.4	1.4	33.4
2-Year College	47.9	3.0	18.9	21.1	5.7	2.6	0.8	10.9
Other Education	53.9	5.4	13.2	22.1	2.7	1.9	0.8	10.6
Non- Education	81.1	2.2	3.3	8.3	3.1	0.8	1.2	20.9
Not Decided	72.5	2.1	9.0	9.0	4.9	2.1	0.4	19.3
Other	57.5	0.0	12.5	14.2	8.3	5.0	2.5	4.9
Column Total	46.1	2.5	12.4	21.4	12.4	4.1	1.1	100.0

Table 7
SAT Math
Row Percents

	Didn't Take SAT	200-299	300-399	400-499	500-599	600-699	700-800	Row Total
4-Year College	4.5	2.2	12.3	28.7	31.3	16.3	4.7	33.9
2-Year College	49.6	4.3	14.1	19.9	8.2	3.5	0.4	10.7
Other Education	55.2	6.0	13.3	13.7	9.7	1.6	0.4	10.4
Non- Education	82.4	1.8	3.8	7.2	2.4	1.6	0.8	20.9
Not Decided	72.9	2.6	6.3	9.3	5.9	2.0	1.1	19.3
Other	59.1	7.8	6.1	13.9	8.7	4.3	0.0	4.8
Column Total	46.7	3.1	9.3	17.3	14.5	7.0	2.1	100.0

Table 8 demonstrates that parents are the strongest influence upon students in regard to decision-making. This table is a compilation of the three possible answers by each student which accounts for the inflated percents. Friends and other relatives are more influential with the non-school bound while guidance counselors seem to have significantly more impact on the school bound. Employers appear to exert an influence on all students. In the category "Other," the write-in answer, in almost all cases, was "myself" with a tangible number of students giving this as their only influence.

Table 8
Influence of People on Plans
Multi-response
Column Percents

	4-Year College	2-Year College	Other Education	Non- Education	Not Decided	Row Total
Friends	54.6	53.4	58.8	75.2	72.3	63.3
Parents	83.6	79.1	81.5	78.4	77.2	80.2
Other Relatives	25.4	26.7	25.9	35.9	36.2	30.3
High School Teacher	24.9	21.9	26.2	18.2	22.9	22.7
Guidance Counselor	24.7	26.7	23.6	15.2	17.0	21.0
College Student	14.3	16.7	9.9	7.9	9.0	11.5
Religious Leader	2.8	2.9	1.6	3.9	3.8	3.1
College Reps	14.9	11.6	15.3	3.1	3.9	9.5
Employer I've Met	13.1	23.8	10.8	24.6	21.7	19.8
Coach	8.2	2.6	4.2	2.5	2.2	4.4
Other	29.7	28.9	24.6	27.5	25.1	27.5
Column Total	32.0	11.8	11.9	23.1	21.2	100.0

Table 9 shows the frequency of responses to a similar question by parents of the senior respondents. Friends are viewed by parents as having the most influence upon their children.

Table 9
Influences of People on Child's Plans
Parent Response Frequency

	Number Responding	Relative Frequency
Friends	215	27.5
Other Relatives	154	19.7
High School Teacher	102	13.0
Guidance Counselor	128	16.4
Religious Leader	13	1.7
College Reps	28	3.6
Employer Contacts	44	5.6
Coach	14	1.8
Other	84	10.7
Total	782	100.0

In responding to the influence of school activities on future plans, "Academic Preparation" was deemed very important by all but those who are definitely not continuing their education. "Poor achievement" was recognized as a factor by the non-school-bound as were vocational courses. Extra-curricular activity was a factor mostly for the four year college aspirants. Guidance counselors were recognized by all as a factor and friends occur again as a strong influence. (Both categories together represent about 50% of the responses.) The only recurring write-in on the "other" category was "nothing influenced me."

Table 10
Influence of School Activities On Plans
Multi-Response

	4 Year College	2 Year College	Other Education	Non Education	Not Decided	Row Total
Debating, Drama Student Gov't., etc.	42.9	23.1	22.2	22.0	25.1	29.6
Typing, Shop, Etc.	11.4	37.6	33.4	45.1	33.1	29.3
Academic Preparation	80.2	56.4	54.6	23.9	39.1	53.0
College Rep Visits	34.1	37.3	41.7	17.5	20.6	28.8
Personal Help At School	23.3	29.7	28.5	34.5	35.2	29.7
Guidance Counselor Information	34.3	40.9	39.7	27.7	32.0	33.8
My Friends Are Going To Work	5.4	12.5	16.9	40.2	30.7	20.8
My Friends Are Going To School	39.4	29.7	31.5	17.3	25.3	29.4
Poor Achievement	3.5	4.0	6.6	31.4	19.1	13.5
Other	16.4	17.5	11.9	26.0	22.5	19.5
Column Total	32.7	11.9	11.8	22.6	20.9	

Students were asked to indicate what types of information would have been most helpful in planning for after high school. Table 11 indicates that career information is the most desired by all groups. The percentages are inflated because students could select up to three answers.

Table 11
Information That Would Have Been Helpful
Multi-response

	4-Year College	2-Year College	Other Education	Non Education	Not Decided	Row Total
Careers, College Majors	63.6	17.4	21.9	10.6	18.3	30.6
Access to College Catalog	30.6	19.4	20.6	11.5	17.1	20.4
College Reps During School	37.5	26.6	30.7	14.3	18.6	25.6
2 Year Program Near Home	5.0	39.5	31.4	20.4	29.7	20.9
Careers, V-T Majors	3.6	30.6	15.7	14.6	14.2	13.1
Prerequisites V-T	3.6	26.0	23.5	14.6	17.7	14.1
Good Careers For NH	16.8	21.4	26.8	27.7	28.0	23.6
Good Careers USA	45.7	33.6	38.6	28.0	29.3	35.6
Careers for My Skill	19.8	28.6	33.3	36.4	34.4	29.6
Local Train. Programs	15.8	29.4	18.6	34.3	32.8	24.8
Don't Need More Info.	31.0	16.4	20.3	53.8	30.7	34.1
Other	9.7	8.6	7.2	14.7	12.8	11.2
Column Total	31.0	11.4	11.5	16.8	19.3	

As a corollary, the parent response to the same question is shown in Table 12 and Table 13 indicates the school year during which this information would be appreciated by parents of students continuing their education and parents of students who are not.

Table 12
Most Desired Information
Parent Response

	Number Responding	Relative Frequency (%)
Careers, Coll. Majors	109	12.9
Access to Coll. Cat	37	4.4
Coll Reps During Sch	78	9.3
2 Yr Program Near Home	66	7.8
Careers, V-T Majors	33	3.9
Prerequisites, V-T	55	6.6
Good Careers, NH	98	11.6
Good Careers, USA	132	15.6
Careers For My Skill	120	14.2
Local Train. Prog's.	98	11.6
Don't Need More Information	18	2.1
	854	100.0

Table 13
Grade During Which Information Would Be Most Helpful
Parent Response
Row Percents

	Before 7TH Grade	7TH Grade	8TH Grade	9TH Grade	10TH Grade	11TH Grade	12TH Grade	Row Total
School	1.7	2.3	10.2	20.5	27.2	33.8	4.2	63.6
Non School	5.4	5.1	15.9	24.7	22.3	17.6	8.8	36.4
Column Total	3.1	3.3	12.3	22.0	25.4	27.9	5.9	100.0

Students were asked during which school year they first thought about what they would like to do after high school. An average of 39% of the students who are continuing their education indicated that their initial thoughts about post-graduation plans were before entering high school whereas only 22% of the students who are not continuing in school or are undecided had considered their futures this early. Aside from the very large percentage of four-year college students who had considered their future before 7th grade, most of these students begin their planning in the 9th and 10th grades. In all other categories, students appear to begin planning one year later (10th and 11th grades).

Table 14
When First Considered Future Plans
Column Percents

	4 Year College	2 Year College	Other Education	Non Education	Not Decided	Row Total
Before 7th Grade	21.9	10.5	11.8	10.6	11.5	14.3
7th Grade	6.1	2.2	5.1	3.9	2.5	4.3
8th Grade	11.4	7.7	4.2	8.4	8.6	8.8
9th Grade	20.0	16.3	20.8	17.5	14.5	17.9
10th Grade	20.2	25.6	27.2	25.4	25.6	24.1
11th Grade	15.6	26.8	23.0	21.3	22.6	20.6
12th Grade	4.7	10.9	8.0	12.9	14.7	10.0
Column Total	30.4	11.2	11.2	27.2	20.0	100.0

A subsequent question asked when their present career decision was made. Most career decisions by all categories of students were made in the 11th or 12th grades. Only 8% of the previously mentioned 39% of school bound students who first considered their futures before entering high school made a career decision during that period. Over 43% of the students who were undecided about their future plans consistently stated that they had not yet made a career decision.

Table 15
When Present Career Decision Made
Column Percents

	4 Year College	2 Year College	Other Education	Non Education	Not Decided	Column Total
Before 7th Grade	4.4	2.9	3.8	5.1	4.1	4.3
7th Grade	1.9	1.6	1.3	1.8	0.7	1.5
8th Grade	3.1	3.2	1.9	2.1	1.4	2.4
9th Grade	7.4	7.3	7.7	6.9	6.1	7.0
10th Grade	11.9	17.5	14.7	13.9	8.0	12.6
11th Grade	29.7	27.1	26.2	24.8	16.8	25.1
12th Grade	31.0	33.4	38.0	30.0	19.5	29.5
No Decision Made	10.7	7.0	6.4	15.3	43.4	17.6
Row Total	30.3	11.2	11.2	27.3	20.0	100.0

Table 16 shows the responses of students to the question "What would you prefer to do after high school if there were no limits on your opportunities for work, your opportunities for continuing your schooling, or your financial ability to pay for schooling?" As the level of aspiration goes down, so do the numbers of students committed to it. Over 87% of the students who plan to go to a four year college indicated that this is their preference. Only 65% of the two year college aspirants prefer their plans with the largest percentage of the displeased preferring a four year college. Over 66% of those students pursuing "other" forms of education prefer to do as planned. Those with other preferences in this category are split between wanting to attend a four year college and wanting to get a job. Of the students planning no education in the near future, 62% prefer this option with the remainder split between the other possibilities. Of the students who indicated that they were undecided about their future plans, more than half prefer to be undecided. Over 38% of students in this category would prefer to be going to school.

Table 16
Prefer To Do After Graduation
Column Percents

	4 Year College	2 Year College	Other Education	Non Education	Not Decided	Row Total
Prefer 4 Year College	87.3	16.3	10.9	11.2	16.6	35.9
Prefer 2 Year College	0.4	64.7	2.9	5.0	8.6	10.7
Prefer Other Education	0.4	1.9	66.1	11.3	12.9	13.4
Prefer Non Education	4.0	6.1	10.2	62.0	10.5	22.0
Prefer To Be Undecided	8.0	10.9	9.9	10.5	51.4	17.9
Column Total	30.4	11.2	11.2	27.2	20.1	100.0

Financial Aid

Table 1 demonstrates the awareness of various forms of financial aid.

Table 1
Awareness of Financial Aid Programs
Row Percents

Plans	Institutional Grant		BEOG		Work Study		Federal Loan		N. H. Incentive Grant		Row Total
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
4 Year College	83	14	74	24	80	16	74	24	51	47	32
2 Year College	72	23	66	31	69	29	64	33	49	49	11
Other Education	76	20	68	28	74	24	69	29	49	47	11
Non Education	49	41	39	54	47	48	46	48	30	65	21
Not Decided	55	38	44	48	51	44	51	45	27	69	20
Other	67	22	53	40	55	37	57	33	30	64	5
Total*	67	27	58	38	64	32	61	35	40	56	

*column totals do not equal 100% because about 3% of students did not answer these questions.

Students were asked to indicate from whom they had heard about each program. High school guidance counselors were the best source of information for all programs. An average of 22% had learned from this source. Thirteen percent heard of the programs from their family and 12% from College Admissions or Financial Aid Officers. It is noteworthy to observe that roughly one-fifth of the students who are planning to attend four year colleges and over one-fourth of those going to two-year colleges are unaware of most programs. Of those students who are undecided about their plans for next fall, 54% are not aware of the BEOG. Of the students planning to continue their education, 67% will apply for one or more of these programs as shown in Table 2. Parent response duplicated the findings in both Tables 1 and 2 by within 3%.

Table 2
Education-bound Applying For Financial Aid?
Row Percents

	4 Year College	2 Year College	Other Education	Row Total
Yes	80.1	64.1	56.2	66.0
No	19.9	35.9	43.8	33.0
Column Total	30.2	11.4	11.5	100.0

Parents were asked if their child's plans would be different if more financial aid was available. Table 3 shows that 37% of the parents whose children are continuing their education after high school responded that their plans would be different and 43% of the parents of non-school bound felt this way also.

Table 3
If More Aid Was Available, Would Plans Differ
Parent Response
Row Percents

	Yes	No	Row Total
School	36.7	63.3	64.4
Non-school	43.2	56.8	35.6
Column Total	39.0	61.0	100.0

Influences Upon Decision-making

The student questionnaire included four multi-response (up to three possible answers) questions for all students examining the influences affecting their decisions about postsecondary activities. Some of them have been examined previously but the frequency distributions are included here. Tables 1 and 2 show the distribution of people and high school activities as they influenced plans. These were examined more closely on pages 31 and 32.

Table 1
Influence of People on Plans
Multi-response Distribution

	% Of Responses	% of Cases
Friends	21.6	63.3
Parents	27.4	80.4
Other Relatives	10.3	30.4
High School Teacher	7.7	22.6
Guidance Counselor	7.1	20.7
College Student	3.8	11.2
Religious Leader	1.2	3.4
College Reps	3.2	9.4
Employer I've Met	6.6	19.3
Coach	1.5	4.3
Other	9.7	28.5
	100.0	293.5

Table 2
Influence Of High School Activities On Plans
Multi-response Distribution

	% of Responses	% of Cases
Debating, Drama, Etc.	10.3	29.5
Typing, Shop, Etc.	10.2	29.3
Academic Preparation	18.3	52.4
College Rep Visits	10.0	28.7
Personal Help At School	10.5	30.0
Guidance Counselor Info	11.6	33.4
My Friends Are Going To Work	7.2	20.7
My Friends Are Going To School	10.2	29.1
Poor Achievement In High School	4.6	13.3
Other	7.1	20.4
	100.0	286.9

Table 3 indicates the responses to the influence of personal feelings on future plans and Table 4 demonstrates the impact of these feelings upon future plans. "Need more training" was the most frequent response by students in all categories. Students who are not going on in school felt that school was too expensive, they needed money now and were anxious to work. Somewhat surprising was the fact that only one-third of these students were convinced that they didn't need school for a good job. In fact, over one-third answered either that they do need school or that school would help in life no matter what the eventual career. The students who were undecided about their future plans exhibited more of a mixture of feelings than the other groups. The responses of the students who plan to continue their education were, for the most part, as expected. Of the school bound who are not going to a four-year college, training was far more important than the possibility of a better life resulting from educational endeavors. Admission requirements of postsecondary institutions do not appear to intimidate more than a handful of students.

Table 3
Influence Of Personal Feelings On Plans
Multi-response Distribution

Category Label	% of Responses	% of Cases
Need More Training	22.2	63.9
School Too Expensive	6.5	18.8
School To Decide Future	6.4	18.5
Job To Decide Future	6.0	17.3
Don't Need School For Good Job	6.7	19.2
Do Need School For Good Job	12.7	36.6
School For Better Life	14.0	40.4
Want Money Now	6.3	18.3
Can Go Back Anytime	3.9	11.3
Wouldn't Be Admitted	1.6	4.6
Anxious To Work	10.7	30.9
Other	2.9	8.4
	100.0	288.2

Table 4
Influence Of Personal Feelings On Plans
Multi-response
Column Percents

	4 Year College	2 Year College	Other Education	Non Education	Not Decided	Row Total
Need More Training	79.0	79.2	78.2	42.9	52.7	64.0
School Too Expensive	5.8	9.7	11.4	34.1	26.8	18.7
School To Decide Future	24.2	19.5	14.0	10.3	22.9	18.5
Job To Decide Future	3.2	10.1	7.8	24.4	38.9	17.3
Don't Need School For Good Job	9.3	15.6	15.6	32.1	20.9	19.1
Do Need School For Good Job	57.2	48.1	47.4	15.9	20.6	36.7
School For Better Life	71.2	49.0	43.8	17.9	17.2	40.5
Want Money Now	1.9	5.5	12.7	34.7	31.4	18.2
Can Go Back Anytime	1.4	3.9	4.9	21.8	20.2	11.3
Wouldn't Be Admitted	1.9	2.3	5.2	7.3	6.1	4.6
Anxious To Work	24.4	36.4	42.2	37.8	22.0	30.9
Other	8.7	8.8	7.8	9.2	7.0	8.4
Column Total	30.6	11.3	11.3	26.8	20.0	100.0

Desire for self-improvement appears to be paramount in the eyes of all students as Tables 5 and 6 testify. Knowledge of areas of good employment opportunity is a circumstance of the two-year college and "other" education student more so than the others though all students seem to feel that they know where they're going. Desire for a new lifestyle increased in importance as the education goals diminished and going away from home is most important to the students who have no plans to continue in school. Parental expectations have weight for all students.

Table 5
Influence Of Circumstances On Plans
Multi-Response Distribution

Category Label	% of Responses	% of Cases
Self-Improvement Desire	22.8	66.2
State of Economy	7.4	21.5
Employment/Unemployment		
Know of Good Jobs	14.3	41.5
Recreation Program	4.8	13.8
Social Life	9.5	27.6
New Lifestyle Desire	13.2	38.5
Go Away From Home	9.0	26.2
Reputation, Inst-Org	6.4	18.5
Family Expectations	9.4	27.3
Other	3.3	9.6
	100.0	290.7

Table 6
Influence of Circumstances on Plans
Multi-Response
Column Percents

	4 Year College	2 Year College	Other Education	Non Education	Not Decided	Row Total
Self-Improvement Desire	74.5	71.3	73.1	55.6	61.2	66.3
State of Economy	20.4	25.4	20.3	20.4	22.7	21.4
Employment/ Unemployment						
Know of Good Jobs	41.2	52.4	47.5	39.1	35.8	41.5
Recreation Program	17.6	10.1	12.5	11.9	13.7	13.9
Social Life	21.0	18.9	22.0	32.2	39.5	27.5
New Lifestyle Desire	29.7	33.9	42.3	45.6	42.5	38.4
Go Away From Home	23.1	22.1	23.0	32.6	27.0	26.3
Reputation, Inst Org	27.8	17.3	22.0	13.4	9.4	18.4
Family Expectations	32.4	27.0	24.6	24.0	25.7	27.3
Other	6.6	10.7	5.9	12.8	11.4	9.6
Column Total	30.8	11.4	11.3	26.6	19.8	100.0

Information From Students Who Are Not Planning To Continue Their Education
Within Six Months After Graduation

Section B of the Student Questionnaire was answered only by students whose immediate plans did not include school. Table 1 indicates that over 38% of these students have not considered extending their education beyond high school. Of those who have thought about more education, most feel that they still might or at least can if they want at a later time. Cost appears to be a factor for a tangible minority.

Table 1
Ever Considered Going On In School?
Column Percents

	Non Education Bound	Not Decided	Row Total
No, My Grades Aren't Good Enough	11.0	13.3	11.9
No, I'm Tired of School	19.4	14.0	17.2
No, Responsibilities Demand That I Earn Money	9.1	3.9	7.0
No, No One In My Family Has Even Gone To School After High School	1.5	1.0	1.3
No, None Of My Friends Are Going To School	0.5	0.2	0.4
Yes, But I can Go Back To School Any Time	9.9	11.8	10.7
Yes, But College Can't Guarantee Me A Job	9.1	4.8	7.4
Yes, But There Is No School Nearby Offering What I Want	3.1	1.7	2.5
Yes, But It Costs Too Much	10.5	10.1	10.4
Yes, And I Probably Will At Some Later Time	25.9	39.3	31.3
Column Total	59.8	40.2	100.0

In Table 2 about 60% indicate their preferred version for possible education in the future with the largest group wishing to wait a year. It is interesting to note that about 15% of those students who previously indicated that they were undecided about their future plans, state here that they have no school plans for the future.

Table 2
Any Plans For Schooling In The Future?
Column Percents

	Non Education Bound	Not Decided	Row Total
No	23.0	14.5	19.6
Yes, Part-time	7.0	12.8	9.3
Yes, In Military	22.6	4.0	15.2
Yes, On-The-Job Training	15.2	12.0	14.0
Yes, Apprenticeship	3.9	3.0	3.6
Yes, After A Year	10.5	33.3	19.5
Undecided	17.7	20.5	18.8
Column Total	60.4	39.6	100.0

For a description of the student's present situation regarding future plans, Table 3 shows that 67% of the "undecided" never thought about or can't decide upon a career. The majority (61%) of the "non-school bound" feel that the job will resolve the future. Career decision is a major factor for both categories of students.

Table 3
Description of Present Situation
Column Percents

	Non Education Bound	Not Decided	Row Total
I Haven't Really Thought Too Much About A Future Career	10.1	19.2	13.7
I've Thought About A Future Career But Can't Make Up My Mind About What To Do	28.0	47.8	35.8
I Just Have To Find A Good Job And My Future Career Will Take Care Of Itself	13.1	10.7	12.1
I Have A Good Job Where I Can Work My Way Up	24.1	8.7	18.0
I Don't Really Know Which Jobs Would Be Best For Building a Future Career	7.7	5.6	6.9
Other	17.1	7.9	13.5
Column Total	60.4	39.6	100.0

Students were asked what two factors they felt were important in considering a career. Table 4 shows the frequency of responses in a multi-response tabulation. Money outweighs all other considerations.

Table 4
Important Factors For Choosing A Career
Multi-Response Frequencies

	% Of Responses	% Of Cases
Many Jobs In Field	14.0	27.0
Location Of Work	12.4	23.9
Money I would Make	27.3	52.5
People I Work With	13.7	26.4
Skills I Use On Job	15.1	29.1
After-Hours Freedom	6.2	11.9
Start My Own Family	8.5	16.4
Other	<u>2.7</u>	<u>5.1</u>
Total Responses	100.0	192.4

Again in a multi-response tabulation, Table 5 demonstrates the kind job information or aids that they felt would be most helpful. Skill developing jobs during high school years was deemed most important with knowledge of unknown skills they may possess as very important. Parents were asked the same question and the frequency of their responses is also listed in Table 5. Skill developing jobs while in high school was most important to them but their second choice was knowledge of the training requirements of different companies.

Table 5
Desired Job Information
Student And Parent Frequencies

	% of Student Responses	% of Parent Responses
Training Requirements Of Different Companies	16.3	19.6
Promotion And Salary Policies Of Different Companies	0.3	6.5
Promotion And Salary Possibilities in Different Trades	10.4	11.8
Part-time Jobs During High School Where I Could Be Developing Skills	24.2	26.0
What Skills I Might Have That I Don't Know About	18.4	16.6
Job Skills That Are Better Than Others For Employment In The Future	15.6	17.8
Other	<u>4.8</u>	<u>1.7</u>
	100.0	100.0

Students who were not planning to continue their education or were undecided about their postsecondary plans were asked to describe the career information they received in their high school. Table 6 indicates few differences between the two groups of students. Almost 18% claimed they had not received any career information and an additional 14% felt that the information they received was not helpful.

Table 6
Description of High School Career Information
Row Percents

	Not Useful	Somewhat Useful	Very Useful	Did Not Receive	Row Total
Non Education Bound	13.7	47.4	21.4	18.2	61.0
Not Decided	15.4	51.6	16.0	17.0	39.0
Column Total	14.0	49.0	19.3	17.7	100.0

Information From Students Who Plan To Continue Their Education Within Six Months After Graduation

Table 1 shows the frequency distribution of school categories selected by about 53% of the student sample. The percents are not based upon the entire sample but upon this 53% who indicated that they were continuing their schooling. Of this 53% of the 1980 graduates of NH high schools who aspire to further education, literature tells us that only about 75% of these will actually enroll in a postsecondary program (about 40% of the sample population). Sixty percent of the four-year college aspirants plan to attend a New Hampshire institution. Seventy-three percent of the students planning other than four-year colleges, indicate that they will go to school within the state.

Table 1
Categories of Postsecondary Schools Selected
Frequency Distribution

	Absolute Frequency	Relative Frequency (Percent)
New Hampshire		
4 Year College	535	31.3
2 Year College	267	15.6
V-T Under 2 Year	118	6.9
Nursing Under 4 Year	48	2.8
Business Under 4 Year	110	6.4
Other	63	3.7
Out-of-State		
4 Year College	350	20.4
2 Year College	75	4.4
V-T Under 2 Year	46	2.7
Nursing Under 4 Year	12	0.7
Business Under 4 Year	38	2.2
Other	<u>50</u>	<u>2.9</u>
Total	1712	100.0

Students were asked to select up to three reasons for their choice of educational institution. Table 2 is a multi-response tabulation of their answers and their parents' answers to the same question. Both students and parents chose the reputation of the institution in the student's area of interest as by far the most important factor. Proximity to home was considered next but was slightly more important to the parents (18.6%) than the students (13.1%). Both groups indicated that parental advice was a factor and both were concerned that the institution not be too expensive and that the ability to work be present. Seven and four-tenths percent of the students answered that a particular program was a factor in choice of institution but not a single parent gave this response.

Table 2
Reasons For Choice of Educational Institution
Student and Parent Multi-response Distributions

	Students		Parents	
	% of Responses	% of Cases	% of Responses	% of Cases
Close To Home	13.1	37.9	18.6	37.4
Away From Home	6.6	19.0	5.6	11.1
Good Rep. In My Field	22.6	65.6	44.5	89.5
Friends Going Here	3.6	10.4	1.5	3.1
Parent's Advice	5.3	15.4	7.2	14.5
Extra-Curr. Activity	8.5	24.7	5.1	10.3
Ability To Work Also	7.8	22.7	6.8	13.7
Not Too Expensive	8.5	24.5	7.0	14.0
Can Get Financial Aid	3.8	11.1	3.0	6.0
H.S. Counselor Advice	3.5	10.2	0.0	0.0
Particular Program	7.4	21.4	0.0	0.0
Can Probably Get In	5.3	15.5	0.7	1.4
Other	4.0	11.5	0.0	0.0
	100.0	289.8	100.0	201.0

Table 3 shows the students' estimate of what it will cost for their first year of postsecondary education. This is without deducting any financial aid they might hope to receive. Thirty-eight percent expect the cost for a four-year college to be less than \$4000 while only 20% had previously indicated an in-state institution. Twenty-seven percent of the 2 year college aspirants anticipate the cost to be \$5000 or more and only 4% planned to go out-of-state. Twenty-one percent of the students who plan some "other" education indicated that it would cost \$5000 or more while less than 6% of these plan to go out-of-state.

Table 3
Estimated Cost of First Year of school
Column Percents

	4 Year College	2 Year College	Other Education	Row Total
Less Than \$100	1.5	16.3	9.8	6.1
\$1000-1999	2.1	24.0	17.1	9.4
\$2000-2999	7.7	19.0	24.8	13.2
\$3000-3999	27.0	16.0	15.9	22.7
\$4000-4999	17.7	9.1	11.4	14.8
\$5000-5999	14.3	9.9	9.8	12.6
\$6000-6999	13.5	4.2	5.3	10.0
\$7000 or more	16.1	1.5	6.1	11.3
Column Total	61.0	20.2	18.9	100.0

Table 4 indicates the number of hours students plan to work per week during their first year of school. Over 50% of the 4 year college students plan to work less than 10 hours while the corresponding figure for two year college and "other education" students is about 25%. Of those students who plan to work while going to school, the four-year college student will work, on the average, fourteen hours a week; the 2 year college student, 22 hours a week; the students in "other education", 20 hours a week.

Table 4
Number Of Work Hours Planned Per Week
During The First Year Of Postsecondary Schooling
Column Percents

	4 Year College	2 Year College	Other Education	Row Total
Don't Plan To Work	37.9	20.1	20.0	30.9
Less Than 10 Hours	12.5	4.2	6.0	9.6
10-14 Hours	19.3	14.3	13.6	17.2
15-19	13.7	16.6	18.8	15.3
20-24	10.1	20.5	18.0	13.7
25-29	3.0	12.7	10.0	6.3
30-34	1.5	5.4	4.0	2.8
35-39	0.8	2.3	3.2	1.5
40 Hours or More	1.1	3.9	6.4	2.7
Column Total	60.8	20.0	19.3	100.0

Commensurate with the job plans of the students who are continuing their education are the reports of expected parental contributions in Table 5. Though there are considerably fewer students planning two-year college or "other" education who will not be working while going to school, there are twice as many students in these categories who expect no contribution from their parents. God bless the parents of the students who chose "As much as necessary" and may he love the students who "don't really know."

Table 5
Amount Of School Expenses Expected From Parents
Column Percents

	4 Year College	2 Year College	Other Education	Row Total
None	14.1	29.1	31.6	20.4
Less Than \$500	8.4	13.0	14.8	10.6
\$500-999	10.2	10.7	9.6	10.2
\$100-1499	9.0	6.1	5.2	7.7
\$1500-1999	7.2	3.1	4.8	5.9
\$2000-2499	7.3	2.3	6.0	6.0
\$2500-2999	3.9	1.1	1.2	2.8
\$3000 or More	5.9	1.5	1.2	4.1
As Much As Necessary	22.2	20.7	15.2	20.6
I Don't Really Know	11.8	12.3	10.4	11.6
Column Total	60.9	20.0	19.1	100.0

SUMMARY

Sex As A Factor

The findings of this study, for the most part, corroborate the reported results in the literature relative to the differences in aptitude, achievement and aspirations of young men and women. Approximately equal numbers of each were planning to attend a two or four year college; about 3% more women than men were planning "other" education (less than two-year programs in vocational/technical areas or less than four-year programs in nursing/business); more than 3% more men than women were not planning to continue their education within six months in a non-military program. Substantially higher numbers of women than men (12% more) report earning mostly A's and B's during the last two school years while men scored higher on the SAT. About 14% of the respondents had taken the SAT but had not received their scores and 40% of the students indicated that they had not taken the tests. Thirty-five percent of students are in college prep programs with this representing proportionally equal numbers of men and women. Within the remaining high school programs as classified in the questionnaire, there are more men in Voc-Ed and General programs and more women in Business programs. The job patterns of men and women differ markedly. Of the students who are not working at all at a paid job while in high school, 68% are women. Of the students who are working 20 hours or more, over 60% are men. Our results support the premise that working 10 hours or less per week while in high school does not have a deleterious effect upon academic achievement. There are substantially greater numbers of students earning A's and B's for the last two years who work 10 hours or less per week than students earning the same grades who are not working at all. Lifewise, a work schedule of more than 20 hours a week does appear to be harmful to academics. The expected occupation 10 years from now of the respondents indicated that over 39% expect to be professionals and only 78% of these plan further education beyond high school. Only 8% of the women expected to be homemakers ten years hence. The remaining careers seem to reflect traditional aspirations for men and women. What these young men and women expect to be earning 10 years from now reflects the current salary situations for men and women. If their expectations are accurate, based upon today's dollars, the mean annual income for women will be \$11,000, a 29% increase over their mothers. The mean for men will be \$25,000, 67% more than their fathers.

SES As A Factor

Taking educational level, occupation, and income of parents as a measure, socio-economic status is a definite factor in whether or not a child will

continue with formal education after high school. More than twice as many of the students who are planning a four-year college as those going to two-year colleges have parents with a baccalaureate degree or better and this percentage is four to five times as great as that for the students with other plans. Parental occupation information shows that the four-year college goers have fathers in professional or manager/administrator areas primarily; "two-year college" fathers in craftsman or military occupations; "other education" fathers in craftsman or operative areas; "non-education" and "not decided" fathers in craftsman/laborer/operative positions. Students planning a four-year college have a much larger proportion of mothers in professional positions and a much smaller proportion in "operative" areas than any of the other categories of students. Otherwise, mother's occupation does not appear to be a significant factor. Father's income shows a near linear relationship to post-secondary aspiration while salary patterns for mothers is not significantly different for any of the categories of students by plans. Our results also show that, on the average, almost 75% of parents approve of their child's plans for after high school with this percentage being almost 90% for the students going to four-year colleges and about 46% for the students who do not plan to continue their education.

Ethnic Background As A Factor

The only identifiably significant minority group as reported by the students was Franco-American constituting 10.1% of the sample population. United States Bureau of the Census, Census of Population, 1970 reports a 14.5% Franco-American population in New Hampshire. Almost 56% of "other caucasians" plan to continue their education while the figure for Franco-Americans is only 35%. Broken down these figures are more dramatic with 33% of "other caucasians" indicating they will attend a four-year college, and only 10% of Franco-Americans having the same plans. Mixed minorities, who made up 3.5% of the sample, have plans similar to "other caucasians". Combined parental income of Franco-Americans as reported by the students is substantially lower than the other groups'. For all of the students who do not plan to continue their education at a later date, "poor grades" was a major factor. For "Mixed minorities", "responsibilities" was almost as important as grades and for Franco-American, the most important determining factor was "tired of school".

High School Experience As A Factor

Almost 60% of the students surveyed reported earning mostly A's and B's for the past two years with the largest percentages of these students being in College Prep and Business programs and planning four-year or

two-year colleges. More than 2/3 of the students who are going to a four-year college are in "upper track" courses and 1/4 of the students in "middle track" courses were undecided about their plans for the future as of March of their senior year. About 75% of the respondents indicated that their school had a tracking system. There is an inverse relationship between the number of hours worked at a paid job and postsecondary aspirations though there are larger numbers of four-year college-goers working less than 10 hours a week than there are of students working the same hours in any other category. Over 55% of the sample population reported having taken the Scholastic Aptitude Test (SAT). Nearly 7% of these had not received their scores at the time the survey was administered. Over 75% of the students who scored 500 or better in the Verbal or Math or both sections of the SAT are planning to attend a four-year college. About half of the students who expect to attend two-year colleges or "other" postsecondary institutions did not take the SAT. Parents are deemed by the students as exerting the strongest influence on their decisions. Friends are influential for all students but especially for the non-school bound. Significant numbers of students indicated that "no one" had influenced their decision. The types of information that students would have found helpful in making further plans was, by and large, career oriented. A significant number of students felt that they didn't need more information with the largest percentage of these being students who do not plan further education. Parent responses to the same question also demonstrate a desire for more career information and the need to have it begin in the 8th grade. There are no glaring discrepancies within the different categories of postsecondary plans relative to the year when a career decision was made. Most of the students who have made a career decision made it in the 11th or 12th grades. When asked what they would prefer to do after high school if there were no limits on their opportunities, at least half of the students prefer what they are planning and most of the remainder would prefer to upgrade their educational goals.

Financial Aid As A Factor

Of the students who are continuing their education after high school, about 25% are unaware of the BEOG and 50% had not heard of the NH Incentive Grant. About 67% of these students plan to apply for one or more forms of financial assistance and most of these applicants are planning to attend a four-year college. High school guidance counselors were the best source of information for all programs with family and college admissions/financial aid officers as second best source. Parents indicated the same degree of knowledge and the same information source for financial aid as the students. Many parents indicated that their child's plans would be different if more aid was available (37% of the parents of school bound students; 43% of the parents of non-school bound students).

Most students felt that they needed more training and indicated a desire

for self-improvement. Over 30% of the students who don't plan to continue their education within six months after high school graduation answered that they would probably go back to school at some later time. Of these same students, the majority have thought about a future career but have been unable to decide what to do. Money was designated at the most important factor for choosing a career. Parents of these students and the students themselves chose "skill developing, part-time jobs during high school" as the most desired form of job information.

Greater than 67% of the students who plan to continue their education within six months after graduation will be studying in New Hampshire. Both parents and students chose "good reputation in the field of interest" and proximity to home as the two most important reasons for choosing an educational institution. As reported in other similar state studies, many high school seniors do not appear to have a clear picture of the cost of one year of postsecondary education. Over 70% of other high school students planning such education will be working while going to school.

For this sample population, which appears to be a clear reflection of the state as a whole, about 53% indicated that they would continue their education in a non-military program within 6 months after graduation from high school. Thirty percent of these plan a four-year college. Using the many studies that have been done in other states as a guideline, we might expect that somewhere between 40% and 45% of the class of 1980 will take their educational plans to fruition. There is a demonstrated need for more information about financial aid programs for students and their parents and a desire on the part of all for more career information beginning in Junior High School. Motivation and money are deterrents for the Franco-American population in particular. Most students feel that they are graduating without job marketable skills and many observe that further education would improve their life-style but a tangible minority is unable to project this knowledge into positive action for the future.

APPENDICES

APPENDIX A
LETTER TO GUIDANCE DIRECTOR

November 30, 1979

Paul Partenope
Guidance Director
Berlin High School
Berlin, NH 03570

Dear Paul,

We are glad that you are interested in helping us with our research project concerning the decision-making process whereby some New Hampshire students choose not to pursue any form of higher education.

It was a pleasure meeting with you and we appreciate your help in creating our survey instrument. As you know, we will be soliciting input from other colleagues and anticipate the participation of some twenty-five schools across the state. We are hoping to administer the questionnaire in January or February and have them returned to us within one month. Of course, we will pay all shipping charges.

The questionnaire will require one class period and we are hoping to include all seniors though not necessarily in the same class period.

Enclosed you will find our draft survey, reflecting your input and that of other guidance personnel. Please feel free to add, delete, revise, and otherwise redesign the draft if you have suggestions. Just write your ideas on the text if that is most convenient. Keep in mind that we will be happy to append and process as many as five questions that would be uniquely yours and only on your questionnaire, if this service would be helpful.

Each participating high school will receive a printout of the responses given by its own students as well as a copy of the full report and analysis. The responses given by a particular high school will not be identified in the final report.

Your principal has received a copy of this letter and also a letter introducing us and the project.

When you have had the opportunity to critique the questionnaire, please return it to us along with written confirmation of your school's willingness to participate in the study. We would appreciate having it back within a week, if at all possible.

Many, many thanks for your help! We look forward to hearing from you.

Sincerely,

Kathleen Goulet
Nancy W. Head
Educational Research Consultants

Enclosure

cmf

APPENDIX B
LETTER TO PRINCIPALS

December 6, 1979

Albert R. Furlong
Principal
Monadnock Regional High School
RFD #1
Keene, NH 03431

Dear Mr. Furlong:

We would like to enlist your support for a statewide study we are undertaking for the New Hampshire Postsecondary Education Commission. The purpose of the study is to examine the decision-making process of the non-school bound seniors in our secondary schools. The objectives of the study are:

1. to determine when students make decisions about their postsecondary goals.
2. to determine what factors influence these decisions.
3. to determine the collective needs of all high school students for the right information at the right time.

The study will consist of a survey of some 3000 seniors in about 25 schools in New Hampshire. We are hoping to administer a questionnaire to all seniors in January or February of 1980.

A demographically representative sampling has been drawn and your school has been selected as a desirable participant.

The survey form is in its initial stages and a copy has been sent to Alice Hildreth of your counseling department along with a letter. A copy of the letter is enclosed here.

We have spoken with your counselor in an attempt to gain her support and also to utilize her expertise in constructing the survey instrument. She has indicated her willingness to cooperate subject to your approval and has already been most helpful with the design of the questionnaire to date.

We have received the approval of Commissioner Brunelle for the implementation of this study and we hope that you will agree to work with us on this important research.

We would appreciate hearing from you sometime within the next week, if at all possible. Please call either of us if you have any questions.

Sincerely,

Kathleen Goulet
Nancy W. Head
Educational Research Consultants

APPENDIX C

LETTER TO SUPERINTENDENTS

November 29, 1979

Mr. Norman H. Mullen
Superintendent of Schools
Minicipal Bldg., Court St.
Woodsville, NH 03785

Dear Mr. Mullen:

We were pleased to have had the opportunity to tell you about the research project being conducted by the New Hampshire College and University Council entitled "A Study of Student Decision Making."

This program has been funded by the Postsecondary Educational Commission, and will take place during the 1979-80 academic year. Specifically, we hope to survey about 3500 New Hampshire seniors in 28 demographically representative high schools regarding their plans for after graduation and the factors involved in the decisions they've made. Our goal is to better understand what kinds of information students and parents need and want and when it would be most helpful towards keeping their educational and career options open for the future.

We have spoken with Bruce Chase of the Guidance Department at Lin-Wood High School and are pleased with the enthusiastic response. The cooperation of the high school is essential for our purposes but will also provide information to the participating schools.

Each of these schools will receive a printout of the responses given by its own students with the opportunity for five local questions. Also included will be a copy of the final report and analysis of data. Of course, the responses given by a particular school will not be identified in the final report.

Counselors from the selected schools, as well as many other counselors throughout the state have been helping us to design the survey instrument. The first draft of this instrument is being mailed today to the counselors in the schools that we hope will be participating. The questionnaire will be further edited by the counselors and returned to us within one week, if possible, along with a written confirmation of the school's willingness to participate in this project.

The principal, Stephen Dlott, has been informed of this research and his approval sought.

We are pleased that you are interested in the project and look forward to telling you more about the methods and sample schools in our study at the Superintendents meeting with Commissioner Brunelle on December 14th.

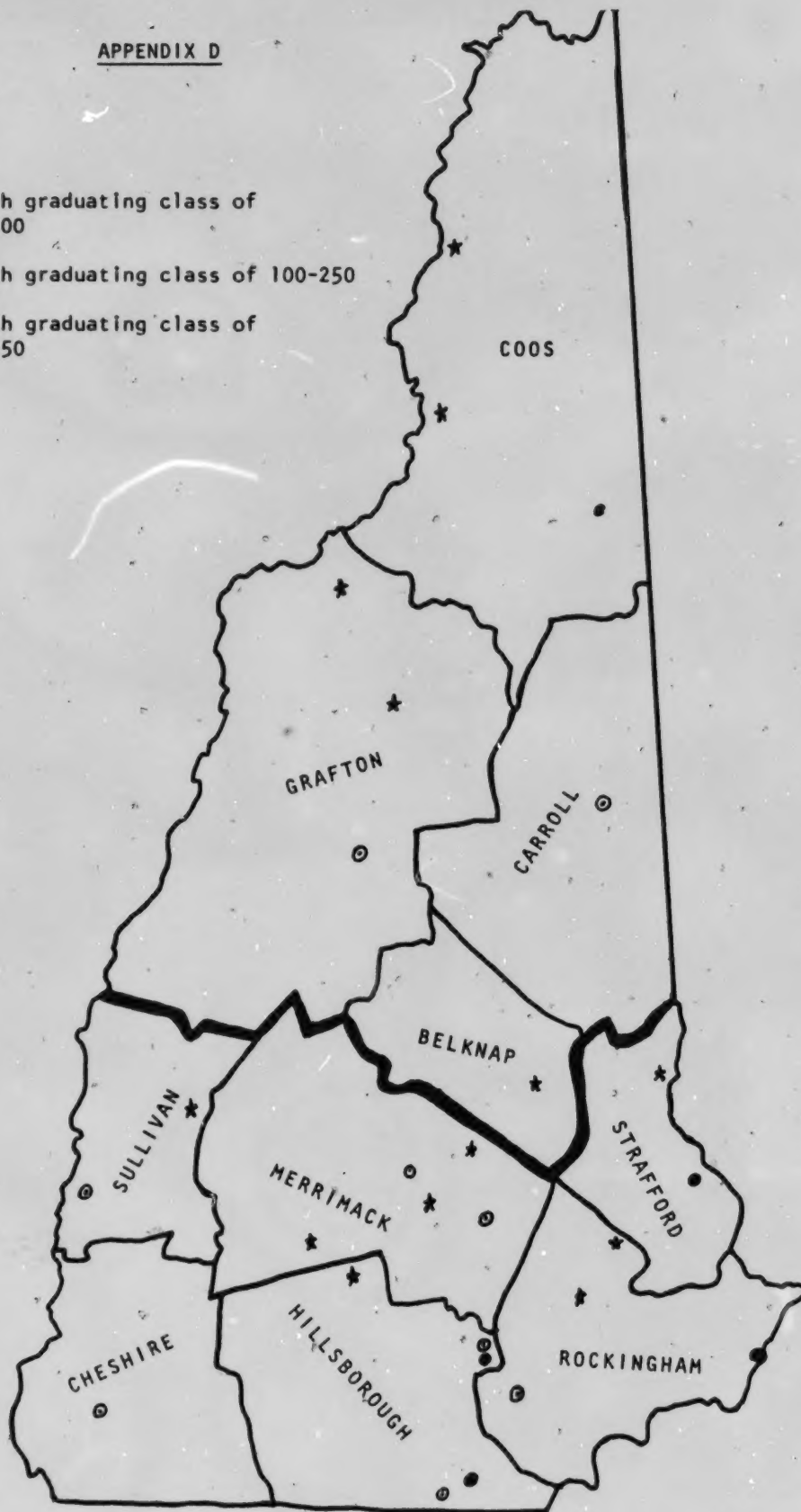
Thank you again for your interest and support.

Sincerely,

Kathleen Goulet
Nancy W. Head
Educational Research Consultants

APPENDIX D

1. ★ Schools with graduating class of less than 100
2. ⊙ Schools with graduating class of 100-250
3. ● Schools with graduating class of more than 250



NEW HAMPSHIRE
64.

APPENDIX E

Figures based upon "An Information Study of New Hampshire Public High School Graduates," graduating class of June, 1978, published by the New Hampshire State Department of Education and conversations with administrators of the six parochial high schools in New Hampshire.

SCHOOLS WITH GRADUATING CLASSES OF MORE THAN 250

<u>NORTH</u>			<u>SOUTH</u>		
<u>SCHOOLS</u>	<u>SIZE</u>	<u>SAMPLE</u>	<u>SCHOOLS</u>	<u>SIZE</u>	<u>SAMPLE</u>
Berlin	255	255	Concord	358	
			Derry	417	
			Exeter	271	
			Hampton	292	233
			Hudson	247	291
			Keene	399	
			Central	542	
			Memorial	390	391
			West	474	
			Milford	268	
			Nashua	760	
			Portsmouth	424	
			Rochester	317	368
			Salem	397	
			15 schools with		4 schools with
			4935 students		1283 students
4% of section total			96% of section total		
16% of section sample			84% of section sample		
2% of total graduates			46% of total graduates		
7% of total sample			37% of total sample		

This section has 6190 students or 50% of the total population of 12472 graduates. The sample from this section has 1538 students or 44% of the total sample population of 3448.

SCHOOLS WITH GRADUATING CLASSES OF 100-250

<u>NORTH</u>			<u>SOUTH</u>		
<u>SCHOOLS</u>	<u>SIZE</u>	<u>SAMPLE</u>	<u>SCHOOLS</u>	<u>SIZE</u>	<u>SAMPLE</u>
Conway	167	180	Bishop Guertin	180	
Gilford	111		Claremont	201	
Hanover	170		Durham	136	
Laconia	206		Franklin	129	
Lebanon	164		Goffstown	201	
Plymouth	131	136	Hollis	113	117
			Langdon	124	161
			Londonderry	110	108
			Merrimack	196	
			Pelham	148	
			Pembroke	138	142
			Penacook	164	127
			Peterboro	191	
			Plaistow	185	
			St. Thomas More	100	

Somersworth	186	
Sutton	102	
Swanzy	144	160
Trinity	154	154
White Mts.Reg.	141	
Wolfeboro	150	

6 schools with 949 students	2 schools with 316 students	21 schools with 3193 students	7 schools with 969 students
22% of section total		77% of section total	
24% of section sample		75% of section sample	
7% of total graduates		25% of total graduates	
9% of sample		28% of sample	

This section has 4142 students or 33% of the total population. The sample from this section has 1285 students or 31% of the total sample.

SCHOOLS WITH GRADUATING CLASSES OF LESS THAN 100

<u>NORTH</u>			<u>SCUTH</u>		
<u>SCHOOLS</u>	<u>SIZE</u>	<u>SAMPLE</u>	<u>SCHOOLS</u>	<u>SIZE</u>	<u>SAMPLE</u>
Alton	37	39	Bishop Brady	78	78
Ashland	28		Epping	38	
Belmont	59		Farmington	59	
Bethlehem	52	36	Henniker	22	23
Bristol	75		Hillsboro	62	
Canaan	74		Hinsdale	53	
Colebrook	49	56	Hopkinton	48	
Gorham	55		Jaffrey	58	
Groveton	55	61	Kingston	91	
Lin-Wood	41	40	Marlborough	30	
Lisbon	43		Milton	39	51
Littleton	83		Mt. St. Mary	70	
Meredith	72		New Ipswich	58	
Oxford	15		Newmarket	50	
Pittsburg	21		Newport	99	
Stratford	11		Northwood	43	35
Tilton	99		Pittsfield	57	56
Woodsville	48		Presentation	32	
			Raymond	70	76
			Sunapee	29	39
			Weare	38	35
			Wilton	48	
			Winchester	41	

18 schools with 917 students	5 schools with 232 students	23 schools with 1213 students	8 schools with 393 students
42% of section total		57% of section total	
37% of section sample		62% of section sample	
7% of total graduates		9% of total graduates	
6% of sample		11% of sample	

This section has 2140 students of 17% of the total population. The sample from this section has 625 students or 18% of the total sample.

APPENDIX F

PARTICIPATING NEW HAMPSHIRE HIGH SCHOOLS

	1980 Graduating Class	Respondents	Section	Stratum
Alton, NH 03809 Alton High School	39	30	N	small
Berlin, NH 03570 Berlin High School	243	222	N	large
Bethlehem, NH 03571 Profile Regional High School	37	35	N	small
Colebrook, NH 03476 Colebrook Academy	56	51	N	small
Concord, NH 03301 Bishop Brady High School	77	69	S	small
Conway, NH 03818 Kennett High School	180	145	N	medium
Groveton, NH 03582 Groveton High School	61	54	N	small
Hampton, NH 03842 Winnacunnet High School	233	214	S	large
Henniker, NH 03242 Cogswell Memorial High School	23	17	S	small
Hollis, NH 03049 Hollis Area High School	117	91	S	medium
Hudson, NH 03051 Alvirne High School	291	238	S	large
Langdon (Alstead), NH Fall Mountain Regional High School	161	42	S	medium

	1980 Graduating Class	Respondents	Section	Stratum
Lincoln, NH 03251 Lin-Wood High School	41	41	N	small
Londonderry, NH 03053 Londonderry High School	128	111	S	medium
Manchester, NH 03103 Memorial High School	380	337	S	large
Manchester, NH 03104 Trinity High School	154	139	S	medium
Milton, NH 03261 Nute High School	51	44	S	small
Northwood, NH 03261 Coe-Brown Academy	35	32	S	small
Pembroke, NH 03275 Pembroke Academy	142	139	S	medium
Penacook, NH 03301 Merrimack Valley Regional HS	127	114	S	medium
Pittsfield, NH 03263 Pittsfield High School	56	48	S	small
Plymouth, NH 03264 Plymouth Area High School	136	98	N	medium
Raymond, NH 03077 Raymond High School	71	51	S	small
Rochester, NH 03867 Spaulding High School	368	275	S	large
Sunapee, NH 03782 Sunapee Jr./Sr. High School	39	39	S	small
Swansey (Keene), NH 03431 Monadnock Regional High School	160	118	S	medium
Weare, NH 03281 Weare High School	35	31	S	small

APPENDIX G
LETTER TO GUIDANCE DIRECTOR

January 18, 1980

Mr. Jack Lynch
Guidance Director
Merrimack Valley Regional High School
Penacook, NH 03301

Dear Jack:

Enclosed are all the materials for administering the questionnaire:

- 125 student questionnaires,
- 125 answer sheets,
- 125 business envelopes containing a letter to parents and a parent questionnaire,
- 125 pencils,
- 5 brown, 9X12 postage-paid envelopes for returning the answer sheets to us,
- 5 sets of INSTRUCTIONS for administering the student questionnaire, and
- 1 brown, 10X13 postage paid envelope for returning the parent questionnaires to us.

Whoever will be administering the questionnaire should read the INSTRUCTIONS carefully in advance. They are to be read to the students. On the _____ page towards the bottom of the page you can fill in the name of the person or place for the students to return the "Parent Questionnaire" and the date by which it must be returned. Filling in these lines is particularly important if someone besides yourself will be administering or helping to administer the student questionnaire. Please make sure that the students write the name of the person or place where it should be returned ON THE ENVELOPE.

On page 2 of the INSTRUCTIONS we have written in your "School Code Number." This will be our only means of identifying your school, so take pains to ensure that they've all filled it in correctly.

On page 3 you could again fill in the "date by which the Parent Questionnaire must be returned." This should be within one week from the day the students take it home.

Please note that the pencils have not been sharpened. For this we apologize and hope that it doesn't present a major nuisance. They should, however, be given out to the students already to go.

APPENDIX G (CONTINUED)

- 2 -

When the answer sheets are collected, they can be put into the smaller 9X12 manila envelope(s) and dropped into the mail. The number of answer sheets that can be put into each envelope is shown, circled, on the envelope flap.

The student questionnaires, after being collected, can be thrown away. You are welcome to keep some, but we would rather they were not circulated.

If you have any means of reminding the students to return the parent questionnaire, we will appreciate all efforts towards that end. When the "due date" for returning these to school has passed, they can be mailed to us in the larger, 10X13 manila envelope(s). The number of sealed parent envelopes for which postage has been paid on each of these larger envelopes is shown circled on the flap(s).

We hope to have the information from the questionnaires analyzed and synthesized so as to have the final reports out by April and would, therefore, need to have the material back from you by February 20th.

It is impossible to adequately express the extent of our appreciation for your help with this project. Your ideas, the "nitty-gritty" that accompanies this package, but, most importantly, the opportunity to collaborate with knowledgeable professionals of good cheer - all these have contributed to make this an immensely rewarding experience for us.

We will be back in touch when the results are in. Please call, however, if there are any problems or questions.

Sincerely,

Kathleen Goulet
Nancy W. Head
Educational Research Consultants

/1
Enclosures

APPENDIX H

INSTRUCTIONS

To be read aloud to the students by the person administering the questionnaire. *Italicized* print is not to be read aloud.

READ: Today you are participating in a statewide study of New Hampshire high school seniors. About one-fourth of the high schools in the state are having their senior classes answer a questionnaire as part of a research project that is attempting to find out:

1. How and Why students make decisions about their plans for after high school.
2. What additional services or information might be needed to help you, the students, in making plans for after high school.

Read the questions carefully and answer them as honestly as possible. Remember, when you answer these questions, you are answering for four or five other seniors in the state. Your information and opinions may result in benefits to you, to the other seniors in the state for whom you are answering and to many high school students in the future.

I am going to hand out the materials you will need and I will explain further when everyone has them.

Give out to each student:

*Questionnaire
Answer sheet
Envelope containing parent questionnaire
Pencil*

READ: Does everyone have (*name 4 items and hold up*)?

I will first explain the envelope. You needn't remove the contents now. The envelope contains a letter to your parents or guardians and a very short questionnaire to be filled out by them. This questionnaire is seeking parents' advice as to what services or information have been or would have been helpful to their high school age children in making plans for after graduation.

You are asked to take this envelope home to your parents or guardians and return it to _____ (*name of person or place for return of envelopes*) as soon as possible but definitely before _____ (*one week after given out*). Please write _____ (*name of person or place for return*) on the front of the envelope. Your parents are asked to seal the envelope and they will be mailed to the research center by us in their sealed envelopes. All participants in this study will remain anonymous.

READ:

Put the envelope somewhere where you will remember to take it home. It may be folded. But above all, don't forget to give it to your parents and then to return it to school.

Now look at the answer sheet. Turn it over to the blank side and write your name--only your name. This is only in case a follow-up study is done some years from now and your advice is needed.

Now turn the answer sheet back to the right side. Down in the bottom, right-hand corner (*hold up sheet and point*) there is a box and above it is written "School Code Number". Turn the sheet side-ways so that the numbers in this box are right-side-up (*show them*). Our school code number is _____. Write this number in the empty boxes at the top of the rectangle. Under the number you wrote in the left box, pencil in the space under that same number (*show them*). Do the same with the right column (*show them*). Has everyone penciled in the spaces under the _____ in the left column and the _____ in the right column? This code number should make it perfectly clear what school the best kids go to!

Now look at the rest of the answer sheet. There are several other questions where you will have to turn the sheet side-ways as you just did in order to fill in the correct answer number. Does everyone understand how to fill in these rectangles?

Now look at the questionnaire. At the bottom of page 1 there is a list of occupational titles. You will be using this list to answer some of the questions. These answers will all be in rectangles like the school code number.

At the bottom of the right column, above questions 13 and 14 is a salary chart. The same chart appears on page 2. The choices, 1 to 9 mean the same in all three columns. They are just stated differently in each column so that you can use whichever column you are more familiar with. For example, look at number 4 in that salary chart. A person who makes \$3 an hour from column 1, makes about \$120 a month from column 2 and about \$6,000 a year from column 3. Does everyone understand the salary chart?

Now turn to page 2. Look at question 28. This question is asking you if you plan to leave N.H. after your schooling is finished to live elsewhere and if so why. Supposing you plan to leave N.H. after high school because your family is moving. That answer is not given as one of the possibilities. You would color in the space on the answer sheet under "5" for "other". Then on the back of the answer sheet write: "28 - my family is moving." (*Demonstrate on the board if possible*). There are many questions that have "other" as the last choice. Answer them in the same way. Color in the space on the answer sheet under the number for "other" and then on the back of the answer sheet put the question number and your reason.

When you have finished question 43, you will be directed to Section B or Section C so that no student will answer both B and C.

● READ: When you are completely finished, go over your questions until I collect the answer sheets.

Go back now to page 1 and look at the first question. It asks, "What is your sex?" Look at the answer sheet. There are two choices, "0" or "1". Color in the space under "0" if you are female or the space under "1" if you are male. Does everyone understand how to color in the answers?

Remember, color in only one answer for each answer line. If you make a mistake, be sure to erase your mistake completely.

Then, Please proceed with the rest of the questionnaire.

Allow five minutes to collect materials.

First - Instruct them to pass up the answer sheet.

Second - Pass up the questionnaire. (Please do not allow the students to keep the questionnaire.)

Third - Remind them to bring home the parents' questionnaire and return it to school by _____ (date for return).

APPENDIX J

SECTION A - To be answered by ALL students

1. Sex? 0 - female 1 - male
 2. How do you describe yourself?
 - 0 - American Indian
 - 1 - Black or Afro-American or Negro
 - 2 - Mexican American or Chicano
 - 3 - Oriental or Asian American
 - 4 - Puerto Rican or other Hispanic
 - 5 - Franco-American
 - 6 - Other Caucasian or White
 3. How would you describe your own high school program?
 - 0 - Business or secretarial
 - 1 - Vocational or occupational
 - 2 - College preparatory
 - 3 - General
 - 4 - Other (e.g. special needs - business, LD--college prep. etc.)
 4. Does your high school have a "tracking" system (the same course offered in two or more levels of difficulty)?
 - 0 - Yes
 - 1 - No
 5. If you answered "yes" to question 7, in what track were most of you high school courses?
 - 0 - Upper track
 - 1 - Middle track
 - 2 - Lower track
 6. Using the choices below, how would you describe your overall grade average for the last two years?
 - 0 - Mostly A's
 - 1 - Mostly B's
 - 2 - Mostly C's
 - 3 - Mostly D's
 - 4 - Mostly below D's
 7. How many hours each week are you working at a paid job this year while attending high school?
 - 0 - I am not working
 - 1 - Less than 10 hours
 - 2 - 10 to 19 hours
 - 3 - 20 to 29 hours
 - 4 - 30 to 39 hours
 - 5 - 40 hours or more
 8. How many different high schools have you attended since the start of 9th grade? (If more than 4, enter 4.)
 9. From the list below, select the number that corresponds to the highest level of schooling completed by your father. If you are not sure, please select your best guess.
 - 0 - Did not go to high school
 - 1 - Some high school
 - 2 - High school graduate or equivalent
 - 3 - Some further schooling beyond high school, but less than two years
 - 4 - Two or more years beyond high school, but did not receive a B.A. or B.S. degree
 - 5 - Received a Bachelor's degree (B.A., B.S., etc.)
 - 6 - Received a Master's degree (M.A., M.S., etc.)
 - 7 - Further schooling beyond a Master's degree (Ph.D., M.D., etc.)
 - 8 - I don't know
 10. From the list below, select the number that corresponds to the highest level of schooling completed by your mother. If you are not sure, please select your best guess.
 - 0 - Did not go to high school
 - 1 - Some high school
 - 2 - High school graduate or equivalent
 - 3 - Some further schooling beyond high school, but less than two years
 - 4 - Two or more years beyond high school, but did not receive a B.A. or B.S. degree
 - 5 - Received a Bachelor's degree (B.A., B.S., etc.)
 - 6 - Received a Master's degree (M.A., M.S., etc.)
 - 7 - Further schooling beyond a Master's degree (Ph.D., M.D., etc.)
 - 8 - I don't know
 11. Father's occupation?
 12. Mother's occupation?
- From one of the lists below, select the number that corresponds most closely to the income earned by your father and by your mother. In selecting a number, use whichever list is most familiar to you. If you are not sure, please select your best guess.
- | Hourly | Weekly | Yearly |
|----------------------|------------------|------------------------|
| 1-No income | 1-No income | 1-No income |
| 2-Less than \$1.50 | 2-Less than \$80 | 2-Less than \$3,000 |
| 3-\$1.50 to \$2.99 | 3-\$80 to \$119 | 3-\$3,000 to \$5,999 |
| 4-\$3.00 to \$4.49 | 4-\$120 to \$179 | 4-\$6,000 to \$8,999 |
| 5-\$4.50 to \$5.99 | 5-\$180 to \$239 | 5-\$9,000 to \$11,999 |
| 6-\$6.00 to \$7.49 | 6-\$240 to \$299 | 6-\$12,000 to \$14,999 |
| 7-\$7.50 to \$9.99 | 7-\$300 to \$399 | 7-\$15,000 to \$19,999 |
| 8-\$10.00 to \$14.99 | 8-\$400 to \$599 | 8-\$20,000 to \$29,999 |
| 9-\$15.00 or more | 9-\$600 or more | 9-\$30,000 or more |
13. Father's income?
 14. Mother's income?

LIST A. OCCUPATIONAL TITLES

Clerical	28 Homemaker	Operative	62 Registered nurse	Sales
10 Bank teller	34 Buyer	43 Assembler	63 Scientist	76 Insurance or advertising agent
11 Bookkeeper	35 Government official	44 Gas station attendant	64 Social worker	77 Real estate broker
12 Cashier	36 Office manager	45 Machine operator	65 Teacher, educational administrator	78 Sales clerk
13 Keypunch operator	37 Restaurant manager	46 Meat cutter	66 Veterinarian	79 Sales representative
14 Secretary or typist	38 Sales manager	47 Production worker	67 Other	80 Other
15 Ticket agent	39 Other	48 Taxicab, bus, or truck driver		
16 Other		49 Welder		
		50 Other		
Craftsman	Manager, Administrator	Professional	Proprietor, owner	Service
17 Auto mechanic	34 Buyer	51 Accountant	68 Contractor	81 Barber
18 Baker	35 Government official	52 Actor, actress	69 Restaurant owner	82 Beautician
19 Dressmaker/tailor	36 Office manager	53 Advertising, public relations	70 Small business owner	83 Food service worker
20 Electrician	37 Restaurant manager	54 Artist	71 Other	84 Janitor
21 Electronics-Radio/TV repair	38 Sales manager	55 Clergy		85 Practical nurse
22 Machinist	39 Other	56 Dentist	Protective service	86 Private household worker
23 Painter		57 Engineer	72 Fire fighter	87 Waiter, waitress
24 Plumber	Military	58 Lawyer	73 Guard	88 Other
25 Telephone installer	40 Career enlisted person	59 Librarian	74 Police officer, detective	
26 Other	41 Career officer	60 Pharmacist	75 Other	Technical
	42 Other	61 Physician		89 Computer programmer
27 Farmer, farm manager				90 Drafting
				91 Medical or dental technician
				92 Other

APPENDIX J Continued

15. How many brothers and sisters do you have?
(If more than 9, enter 9.)
16. How many of your older brothers and sisters have had schooling beyond high school, or are now enrolled in a postsecondary program? (If more than 9, enter 9.)
17. Considering the opportunities you have for work, the opportunities you have for continuing your education, your financial resources, and your personal and family interests, what do you expect to do after graduation from high school?
 0 - Take time off and then decide
 1 - Attend a four-year College or University
 2 - Attend a two-year Junior or Voc-Tech College
 3 - Attend a Vocational or Technical School (less than 2 years)
 4 - Attend a Nursing School (less than 4 years)
 5 - Attend a Business School (less than 4 years)
 6 - Become a full-time homemaker
 7 - Get a full-time, paid job
 8 - Join the military
 9 - Undecided
 10 - Other (Pencil in 10 and specify on back)
18. There are a number of reasons why people are unable to do what they would like to do after high school. If there were no limits on your opportunities for work, your opportunities for continuing your schooling, or your financial ability to pay for schooling, what would you prefer to do after high school?
 0 - Take time off and then decide
 1 - Attend a four-year College or University
 2 - Attend a two-year Junior or Voc-Tech College
 3 - Attend a Vocational or Technical School (less than 2 years)
 4 - Attend a Nursing School (less than 4 years)
 5 - Attend a Business School (less than 4 years)
 6 - Become a full-time homemaker
 7 - Get a full-time, paid job
 8 - Join the military
 9 - Undecided
 10 - Other (Pencil in 10 and specify on back)
19. From List A (Occupational Titles) on page 1, select the number that corresponds to the occupation that best describes the kind of job you expect to get next fall. If you don't plan to work, even part-time, leave this question blank.
20. Where do you expect to get the kind of job indicated in question 19?
 0 - In the area I live now
 1 - At the school I attend
 2 - Out of state
 3 - In state, but not where I live now
 4 - I don't plan to work
 5 - I don't know
21. From List A (Occupational Titles) on page 1, select the number that corresponds most closely to the occupation you hope to have 10 years from now.
22. How many years of full-time schooling after high school do you expect to complete to qualify for the occupation you indicated in question 21?
 0 - No more schooling 3 - Two to four years
 1 - Less than one year 4 - More than four years
 2 - One to two years

23. From one of the lists below, select the number that corresponds most closely to the income (before taxes) you think you could earn now in the occupation you chose in question 21 if you now had the education necessary to qualify for the job. In selecting a number, use whichever list is most familiar to you.

Hourly	Weekly	Yearly
1-No income	1-No income	1-No income
2-Less than \$ 1.50	2-Less than \$80	2-Less than \$ 3,000
3-\$ 1.50 to \$ 2.99	3-\$ 60 to \$119	3-\$ 3,000 to \$ 5,999
4-\$ 3.00 to \$ 4.49	4-\$120 to \$179	4-\$ 6,000 to \$ 8,999
5-\$ 4.50 to \$ 5.99	5-\$180 to \$239	5-\$ 9,000 to \$11,999
6-\$ 6.00 to \$ 7.49	6-\$240 to \$299	6-\$12,000 to \$14,999
7-\$ 7.50 to \$ 9.99	7-\$300 to \$399	7-\$15,000 to \$19,999
8-\$10.00 to \$14.99	8-\$400 to \$599	8-\$20,000 to \$29,999
9-\$15.00 or more	9-\$600 or more	9-\$30,000 or more

24. Have you taken the Scholastic Aptitude Test (SAT)?
 0 - Yes 1 - No
25. If you answered "yes" to question 24, from the choices below, select the one that corresponds to your SAT Verbal Score range.
 0 - I answered "no" to question 24
 1 - 200 to 299 4 - 500 to 599
 2 - 300 to 399 5 - 600 to 699
 3 - 400 to 499 6 - 700 to 800
26. If you answered "yes" to question 24, from the choices below, select the one that corresponds to your SAT Mathematics Score range.
 0 - I answered "no" to question 24
 1 - 200 to 299 4 - 500 to 599
 2 - 300 to 399 5 - 600 to 699
 3 - 400 to 499 6 - 700 to 800
27. Which one of the statements below best describes what your parent(s) or guardian(s) would like you to do after high school?
 0 - Take time off and then decide
 1 - Attend a four-year College or University
 2 - Attend a two-year Junior or Voc-Tech College
 3 - Attend a Vocational or Technical School (less than 2 years)
 4 - Attend a Nursing School (less than 4 years)
 5 - Attend a Business School (less than 4 years)
 6 - Become a full-time homemaker
 7 - Get a full-time, paid job
 8 - Join the military
 9 - They have no strong feelings
 10 - Other (Pencil in 10 and specify on back)
28. If you plan to leave New Hampshire (after high school or after additional schooling) and make your permanent home elsewhere, please indicate your major reason.
 0 - Do not plan to leave New Hampshire permanently
 1 - Would like to see other parts of the U.S.A./world
 2 - Job opportunities are better elsewhere
 3 - Higher salaries elsewhere
 4 - Opportunity for a better life outside of N.H.
 5 - Other (Pencil in 5 and specify on back of sheet)
29. During which school year did you first think about what you'd like to do after high school?
 0 - Before 7th grade 4 - 10th grade
 1 - 7th grade 5 - 11th grade
 2 - 8th grade 6 - 12th grade
 3 - 9th grade

APPENDIX J Continued

30. During which grade did you make your present career decision?

- | | |
|----------------------|-------------------------------------|
| 0 - Before 7th grade | 4 - 10th grade |
| 1 - 7th grade | 5 - 11th grade |
| 2 - 8th grade | 6 - 12th grade |
| 3 - 9th grade | 7 - Have not made a career decision |

In planning for the future, whether these plans relate to going on to further education or getting a job, we all experience different INFLUENCES which affect our plans. In questions 31 to 34, look at the lists and indicate which were the three most influential factors in each question for your planning.

31. Influence of People on My Planning:

- 31a. Most important influence
31b. Next most important influence
31c. Third most important influence

- | | |
|------------------------------|---|
| 0 - Friends | 6 - Religious leader |
| 1 - Parent(s) | 7 - College or University representatives |
| 2 - Other relatives | 8 - Employer(s) I have met |
| 3 - High school teacher | 9 - Coach |
| 4 - Guidance counselor | 10 - Other (Pencil in 10 and specify on the back) |
| 5 - A college student I know | |

32. Influence of High School Activities on My Planning:

- 32a. Most important influence
32b. Next most important influence
32c. Third most important influence

- 0 - Participating in activities having a future usefulness (e.g. debating, band, drama, Student Council, etc.)
- 1 - School has prepared me with skills for obtaining immediate employment (e.g. typing, shop, etc.)
- 2 - School has prepared me academically for continuing my education
- 3 - Personal contact with representatives of institutions of higher education
- 4 - Someone at school expressed personal interest in my plans
- 5 - Information I received from guidance counselors
- 6 - Most of my friends and acquaintances at school are going to work
- 7 - Most of my friends and acquaintances at school are going to continue their education
- 8 - I have not done well enough in high school to go on to further education
- 9 - Other (Pencil in 9 and specify on the back)

33. Influence of Personal Feelings on My Planning:

- 33a. Most important influence
33b. Next most important influence
33c. Third most important influence

- 0 - I need further training to qualify for the work I want to do
- 1 - It costs too much to go to school
- 2 - I haven't decided what I want to do and continuing my education might help me decide
- 3 - I haven't decided what I want to do and a job might help me decide
- 4 - I can get a good job without further schooling
- 5 - I cannot get a good job without further schooling
- 6 - Continuing my education will help me in life no matter what career I eventually choose
- 7 - I want to make some money now
- 8 - I know I can go back to school at any time
- 9 - I probably won't be admitted to any of the schools to which I apply
- 10 - I'm anxious to begin work in my chosen career as soon as possible
- 11 - Other (Pencil in 11 and specify on the back)

34. Influence of Circumstances on My Planning:

- 34a. Most important influence
34b. Next most important influence
34c. Third most important influence

- 0 - Desire for self-improvement
- 1 - Present state of employment/unemployment in the economy
- 2 - Knowledge of areas of good employment opportunity
- 3 - Athletic or recreational program
- 4 - Social life
- 5 - A new lifestyle desired
- 6 - Opportunity to live away from home
- 7 - Reputation of the institution or organization I have chosen
- 8 - Family expectations
- 9 - Other (Pencil in 9 and specify on the back)

35. Which three types of information would have been most helpful for you in deciding what to do after high school?

- 35a. Most helpful
35b. Next most helpful
35c. Third most helpful

- 0 - Careers associated with college majors
- 1 - Easier access to college catalogues
- 2 - College representative visits during school hours
- 3 - Two-year programs near enough to home
- 4 - Careers associated with Voc-Tech majors
- 5 - Required high school courses to get into Voc-Tech
- 6 - Careers that look good for the future in N.H.
- 7 - Careers that look good for the future nation-wide
- 8 - Careers associated with skills I already have
- 9 - Local training or apprenticeship programs
- 10 - I really don't need more information
- 11 - Other (Pencil in 11 and specify on the back)

36. During which school year would this information have been most helpful?

- | | |
|----------------------|----------------|
| 0 - Before 7th grade | 4 - 10th grade |
| 1 - 7th grade | 5 - 11th grade |
| 2 - 8th grade | 6 - 12th grade |
| 3 - 9th grade | |

A number of programs provide financial aid to students who want to continue their schooling beyond high school. In questions 37 to 41, you are asked to indicate whether or not you know about certain student aid programs and, if so, from whom you heard about them. Please check the appropriate boxes to indicate from whom you have heard about each student aid program listed below.

37. Scholarship or grant from the institution I am going to attend.

- | | |
|--|---|
| 0 - From parents or brothers and sisters | 5 - From Admissions Officer |
| 1 - From friends | 6 - From Financial Aid Officer |
| 2 - From high school counselor | 7 - I am not aware of the program |
| 3 - From high school teacher | 8 - Other (Pencil in 8 and specify on back) |
| 4 - From high school coach | |

38. Basic Educational Opportunity Grant Program (BEOG).

- | | |
|--|---|
| 0 - From parents or brothers and sisters | 5 - From Admissions Officer |
| 1 - From friends | 6 - From Financial Aid Officer |
| 2 - From high school counselor | 7 - I am not aware of the program |
| 3 - From high school teacher | 8 - Other (Pencil in 8 and specify on back) |
| 4 - From high school coach | |

39. College Work-Study Program.

- 0 - From parents or brothers and sisters
- 1 - From friends
- 2 - From high school counselor
- 3 - From high school teacher
- 4 - From high school coach
- 5 - From Admissions Officer
- 6 - From Financial Aid Officer
- 7 - I am not aware of the program
- 8 - Other (Pencil in 8 and specify on back)

40. Federal Loan Program (for example: FISL, NDSL, GSL).

- 0 - From parents or brothers and sisters
- 1 - From friends
- 2 - From high school counselor
- 3 - From high school teacher
- 4 - From high school coach
- 5 - From Admissions Officer
- 6 - From Financial Aid Officer
- 7 - I am not aware of the program
- 8 - Other (Pencil in 8 and specify on back)

41. New Hampshire Incentive Grant Program.

- 0 - From parents or brothers and sisters
- 1 - From friends
- 2 - From high school counselor
- 3 - From high school teacher
- 4 - From high school coach
- 5 - From Admissions Officer
- 6 - From Financial Aid Officer
- 7 - I am not aware of the program
- 8 - Other (Pencil in 8 and specify on back)

42. Are you planning to apply for one or more of these programs?

- 0 - Yes
- 1 - No

43. Do you plan, within 6 months after graduation from high school, to continue your education in some non-military program?

- 0 - Yes
- 1 - No

If you answered No to question 43, go to Section B below; if you answered Yes to question 43, go to Section C on page 5.

Section B - To be completed by students who answered "No" to question 43.

44. Have you ever considered going on to school after high school?

- 0 - No, my grades aren't good enough
- 1 - No, I'm tired of school
- 2 - No, responsibilities demand that I earn money
- 3 - No, no one in my family has ever gone to school after high school
- 4 - No, none of my friends are going to school
- 5 - Yes, but I can go back to school anytime
- 6 - Yes, but college can't guarantee me a job
- 7 - Yes, but there is no school nearby offering what I want
- 8 - Yes, but it costs too much
- 9 - Yes, and I probably will at some later time

45. Do you have any plans to continue your education at some time in the future?

- 0 - No
- 1 - Yes, on a part-time basis soon after high school
- 2 - Yes, in a trainee program in the military
- 3 - Yes, in on-the-job training
- 4 - Yes, in an apprenticeship
- 5 - Yes, a year or more after high school graduation
- 6 - Undecided

46. Which of the following best describes your present situation?

- 0 - I haven't really thought too much about a future career
- 1 - I've thought about a future career, but can't make up my mind about what to do
- 2 - I just have to find a job and my future career will take care of itself
- 3 - I have a good job where I can work my way up
- 4 - I don't really know which jobs would be best for building a future career
- 5 - Other (Pencil in 5 and specify on back)

47. Choose two of the following factors that would be most important to you in choosing a future career.

- 47a. First choice
- 47b. Second choice

- 0 - There are many jobs open in that field
- 1 - The location of the work
- 2 - The money I would make
- 3 - The kind of people I would work with
- 4 - The skills I would use on the job
- 5 - The chance to do what I want after working hours
- 6 - Enough time left to start my own family
- 7 - Other (Pencil in 7 and specify on back)

48. Which statement best describes the career information you received from your high school?

- 0 - Not useful
- 1 - Somewhat useful
- 2 - Very useful
- 3 - Did not receive information

49. Which two of the following types of job information would be most helpful for you?

- 49a. Most helpful
- 49b. Next most helpful

- 0 - Training requirements of different companies
- 1 - Promotion and salary policies of different companies
- 2 - Promotion and salary possibilities in different trades
- 3 - Part-time jobs during high school where I could be developing skills
- 4 - What skills I might have that I don't know about
- 5 - Job skills that are better than others for employment in the future
- 6 - Other (Pencil in 6 and specify on back)

APPENDIX J Continued

Section C - To be answered by students who ARE going on for further schooling.

44. From the list below, indicate which category of school you hope to attend next year.

In New Hampshire:

- 0 - Four-year College or University
- 1 - Two-year Junior or Voc-Tech College
- 2 - Vocational or Technical School (less than 2 years)
- 3 - Nursing School (less than 4 years)
- 4 - Business School (less than 4 years)
- 5 - Other (Pencil in 5 and specify on back)

Out-of-State:

- 6 - Four-year College or University
- 7 - Two-year Junior or Voc-Tech College
- 8 - Vocational or Technical School (less than 2 years)
- 9 - Nursing School (less than 4 years)
- 10 - Business School (less than 4 years)
- 11 - Other (Pencil in 11 and specify on back)

45. What is your best estimate of the cost of the first year at the institution you will most likely attend? Include all expenses: tuition, room and board, travel, books, etc. Do not deduct any financial aid that you expect to receive.

- | | |
|-----------------------|------------------------|
| 0 - Less than \$1,000 | 4 - \$4,000 to \$4,999 |
| 1 - \$1,000 to 1,999 | 5 - 5,000 to 5,999 |
| 2 - 2,000 to 2,999 | 6 - 6,000 to 6,999 |
| 3 - 3,000 to 3,999 | 7 - 7,000 or more |

46. How much of the amount indicated in question 45 do you expect to receive from your parents?

- | | |
|------------------------|-----------------------------|
| 0 - None | 5 - \$2,000 to \$2,499 |
| 1 - Less than \$500 | 6 - 2,500 to 2,999 |
| 2 - \$500 to \$999 | 7 - 3,000 or more |
| 3 - \$1,000 to \$1,499 | 8 - As much as is necessary |
| 4 - 1,500 to 1,999 | 9 - I don't really know |

47. How many hours each week do you plan to work during your first year of postsecondary education?

- | | |
|--------------------------|----------------------|
| 0 - I don't plan to work | 5 - 25 to 29 hours |
| 1 - Less than 10 hours | 6 - 30 to 34 hours |
| 2 - 10 to 14 hours | 7 - 35 to 39 hours |
| 3 - 15 to 19 hours | 8 - 40 hours or more |
| 4 - 20 to 24 hours | |

48. From the list below, choose the three most important reasons for selecting your first choice educational institution.

- 46a. First most important reason.
- 46b. Second most important reason.
- 46c. Third most important reason.

- 0 - The school is close to home.
- 1 - The school is away from home.
- 2 - The school has a good reputation in my field.
- 3 - My friends are going to this school.
- 4 - My parents advised me to choose this school.
- 5 - The school offers an enjoyable social life and many extra-curricular activities.
- 6 - I'll be able to work while attending this school.
- 7 - The school is not too expensive.
- 8 - I believe I can get financial aid at this school.
- 9 - My high school counselor recommended this school.
- 10 - I am interested in a particular program not offered by other schools.
- 11 - I probably can get admitted there.
- 12 - Other (Pencil in 12 and specify on the back of the answer sheet.)

49. From List B (Education and Training Programs) on this page, use the code numbers to indicate the educational program that is your first choice.

LIST B. EDUCATION AND TRAINING PROGRAMS

Four year programs

- 001 Agriculture and forestry
- 002 Architecture
- 003 Art
- 004 Biological and life sciences
- 005 Business and marketing
- 006 Computer and information science

- 007 Communications (Radio and TV)
- 008 Education
- 009 Engineering
- 010 English and literature
- 011 Ethnic studies (black, Mexican American, etc.)
- 012 Foreign languages

- 013 History
- 014 Home economics
- 015 Journalism
- 016 Mathematics
- 017 Music
- 018 Nursing (four-year degree program)
- 019 Pre-law

- 020 Pre-medicine and pre-dentistry
- 021 Pharmacy
- 022 Philosophy and religion
- 023 Physical education
- 024 Physical sciences (chemistry, physics, etc)
- 025 Psychology

- 026 Social sciences
- 027 Theater and drama
- 028 Veterinary medicine
- 029 Other
- 030 Undecided

Programs requiring less than four years of study

- Agriculture
- 100 General
- 101 Agribusiness
- 102 Agricultural equipment technology
- 103 Horticulture and horticulture
- 104 Landscaping

- Art
- 110 General
- 111 Commercial art
- 112 Graphic arts technology

- Business
- 120 General
- 121 Accounting and bookkeeping
- 122 Clerical technology
- 123 Management
- 124 Sales distribution
- 125 Secretarial studies

- Computer and data processing
- 130 General
- 131 Computer technology

- 132 Electronic data processing technology
- 133 Key punch operating
- Construction
- 140 General
- 141 Building construction technology
- 142 Plumbing and pipefitting

- Electronics and electrical
- 150 General
- 151 Electrical construction and wiring
- 152 Electrical technology
- 153 Electronics technology
- 154 Radio and TV repair

- Engineering
- 160 General
- 161 Architectural drafting
- 162 Civil engineering technology and surveying
- 163 Drafting and machine design
- 164 Industrial engineering
- 165 Tool design technology

- Food Service
- 170 General
- 171 Chef and food service supervising
- 172 Food administration
- 173 Institutional food preparation
- 174 Waiter and waitress service training

- Health
- 180 General
- 181 Dental assistant training
- 182 Inhalation therapy
- 183 Nursing-practical, licensed
- 184 Medical assistant training
- 185 Nursing-registered
- 186 X-ray technology
- 187 Orthopedic assistant training

- Technical
- 190 General
- 191 Aeronautical maintenance and repair

- 192 Air conditioning, heating, refrigeration
- 193 Appliance repair and repair
- 194 Automotive maintenance
- 195 Chemical technology
- 196 Diesel technology
- 197 Machine repair
- 198 Machine tool repair
- 199 Marine technology
- 200 Mechanical technology
- 201 Metallurgical technology
- 202 Production machining
- 203 Welding technology

- Apprenticeship (working and training with craftsmen in the field):
- 210 General
- 211 Carpentry
- 212 Electrician
- 213 Metalworking
- 214 Plumbing
- 215 Printing
- 216 Other trade

- Miscellaneous
- 221 Building maintenance and custodian
- 222 Clothing and textiles
- 223 Cosmetology
- 224 Fire science and technology
- 225 Hotel, motel, and club management
- 226 Interior decorating
- 227 Photography
- 228 Police science and technology
- 229 Printing technology
- 230 Veterinary technology
- 231 Other

- 240 Undecided but probably less than 4-year program

APPENDIX L

I.

PARENT'S QUESTIONNAIRE

Put a check-mark () on the line of the appropriate answer.

1. What are your son's/daughter's plans for after high school? Check one.

- 0 ☐ Take time off and then decide
- 1 ☐ Attend a four-year College or University
- 2 ☐ Attend a two-year Junior or Voc-Tech College
- 3 ☐ Attend a Vocational or Technical School (less than 2 years)
- 4 ☐ Attend a Nursing School (less than 4 years)
- 5 ☐ Attend a Business School (less than 4 years)
- 6 ☐ Become a full-time homemaker
- 7 ☐ Get a full-time, paid job
- 8 ☐ Join the military
- 9 ☐ Undecided
- 10 ☐ Other (Specify) _____

2. What would you like to see your son/daughter do after high school? Check one.

- 0 ☐ Take time off and then decide
- 1 ☐ Attend a four-year College or University
- 2 ☐ Attend a two-year Junior or Voc-Tech College
- 3 ☐ Attend a Vocational or Technical School (less than 2 years)
- 4 ☐ Attend a Nursing School (less than 4 years)
- 5 ☐ Attend a Business School (less than 4 years)
- 6 ☐ Become a full-time homemaker
- 7 ☐ Get a full-time, paid job
- 8 ☐ Join the military
- 9 ☐ Undecided
- 10 ☐ Other (Specify) _____

3. If your answer to question 2 is different from question 1, what is the main reason for the difference?
- _____
- _____
- _____

4. Do you feel that you and your child are well informed as to the possibilities for your child's future? Check one.

- 0 ☐ Very well informed
- 1 ☐ Moderately well informed
- 2 ☐ Not very well informed
- 3 ☐ Poorly informed

5. Aside from the influence that you exert as parents or guardians, what other person(s) has been a major influence in the decision your child has made or is making about plans for after high school? Check one.

- 0 ☐ Friends
- 1 ☐ Other relatives
- 2 ☐ High school teacher
- 3 ☐ Guidance counselor
- 4 ☒ Religious leader
- 5 ☐ College representatives
- 6 ☐ Employers my child has met
- 7 ☐ Coach
- 8 ☐ Other (Specify) _____

6. Which three types of information would be most helpful for you and your son/daughter in planning for after high school? Check three.

- 0 ☐ Careers associated with college majors
- 1 ☐ Easier access to college catalogues
- 2 ☐ College representative visits during school hours
- 3 ☐ Two-year programs near enough to home
- 4 ☐ Careers associated with Voc-Tech majors
- 5 ☐ Advance knowledge of high school courses required to get into Voc-Tech
- 6 ☐ Careers that look good for the future in N.H.
- 7 ☐ Careers that look good for the future nation-wide
- 8 ☐ Careers associated with skills my child already has
- 9 ☐ Local training or apprenticeship programs
- 10 ☐ We really don't need more information
- 11 ☐ Other (Specify) _____

7. During which school year would information have been most helpful?

- 0 ☐ Before 7th grade
- 1 ☐ 7th grade
- 2 ☐ 8th grade
- 3 ☐ 9th grade
- 4 ☐ 10th grade
- 5 ☐ 11th grade
- 6 ☐ 12th grade

8. Has your son/daughter discussed future plans with you?

- 0 ☐ Often
- 1 ☐ Occasionally
- 2 ☐ Seldom
- 3 ☐ Never

APPENDIX L

2.

9. Are you aware of the following financial aid programs?

- a) Basic Educational Opportunity Grant (BEOG) ☐ yes ☐ no
- b) College or University Scholarships ☐ yes ☐ no
- c) College Work-Study Program ☐ yes ☐ no
- d) Federal Loan Program (FISL, NDSL, GSL) ☐ yes ☐ no
- e) New Hampshire Incentive Grant ☐ yes ☐ no

10. Is your son/daughter applying for one or more of these? ☐ yes ☐ no

11. If more financial aid were available, might your child's plans for after high school be different? ☐ yes ☐ no

12. Which two of the following factors do you feel are important to your son/daughter in choosing a future career? Check two.

- 0 ☐ There are many jobs open in that field
- 1 ☐ The location of the work
- 2 ☐ The money he/she would make
- 3 ☐ The kind of people he/she would work with
- 4 ☐ The skills used on the job
- 5 ☐ The status or prestige associated with the job
- 6 ☐ Other (Specify) _____

13. If your child's formal education will end after high school graduation, which two of the following types of job information would be most helpful for him/her? Check two.

(Do not answer this question if your child is going on to some form of schooling after high school.)

- 0 ☐ Training requirements of different companies
- 1 ☐ Promotion and salary policies of different companies
- 2 ☐ Promotion and salary possibilities in different trades
- 3 ☐ Part-time jobs during high school where skills might be developed
- 4 ☐ What skills my child might have that we don't know about
- 5 ☐ Job skills that are better than others for employment in the future
- 6 ☐ Other (Specify) _____

14. If your child is going on for further schooling after graduation, which three of the following do you feel are most important in choosing an educational institution? Check three.

(Do not answer this question if your son/daughter is not planning to go on to school.)

- 0 ☐ The school is close to home
- 1 ☐ The school is away from home
- 2 ☐ The school has a good reputation in the field of my child's interest
- 3 ☐ His/her friends are going to this school
- 4 ☐ Our advice as parent(s) or guardian(s)
- 5 ☐ The school offers an enjoyable social life and many extra-curricular activities
- 6 ☐ The ability to work while attending school
- 7 ☐ The school is not too expensive
- 8 ☐ The school offers financial aid
- 9 ☐ My child probably can get admitted there
- 10 ☐ Other (Specify) _____

APPENDIX M

LETTER ACCOMPANYING
PARENT QUESTIONNAIRE

Dear Parent(s) or Guardian(s):

Today your son/daughter participated in a survey study of New Hampshire high school seniors.

Seniors from twenty-seven high schools in the state are helping us to discover WHY students make their decisions about what to do after high school.

This study has been undertaken so that, if a need is discovered, more information and/or services can be provided to students and their parents about desirable and available options for after graduation.

Since parents have a profound influence on the attitudes and expectations of their children, our study would be sadly incomplete without your expert advice.

We have secured the school's cooperation in the handout and collection of the enclosed questionnaire. It would be greatly appreciated if you will take a few minutes to fill it out, replace it in the envelope, seal the envelope and send it back to school with your son/daughter.

These envelopes will not be opened at the high school but will be mailed directly to us where they will remain completely anonymous.

Each student and each parent participating in the study will be representing five or six other students or parents in the State of New Hampshire and so your honest answers to the questions may be the means of helping many others in years to come.

In advance, we thank you for your time and your concern for New Hampshire's young adults.

Sincerely,

The Research Staff, NHCUC

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